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*The Fairview Agricultural
and Vocational College*



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THE FAIRVIEW AGRICULTURAL AND VOCATIONAL COLLEGE

REPORT OF A STUDY CONDUCTED FOR THE
MINISTER OF AGRICULTURE AND THE
MINISTER OF EDUCATION

COMMITTEE OF PROVINCIAL BOARD
OF POST-SECONDARY
EDUCATION

APRIL, 1970

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Edmonton, Alberta.

April 20, 1970.

The Honourable R. C. Clark,
Minister of Education
and
The Honourable H. A. Ruste,
Minister of Agriculture.

This report is respectfully submitted by the Committee established to assess the existing post-secondary educational services in the Peace River area, with a view to providing guidelines for the future of the Agricultural and Vocational College at Fairview, and providing for complementarity between the colleges at Fairview and Grande Prairie.

Dr. H. Kolesar, Chairman
Dr. R. G. Fast
Dr. M. R. Fenske
Mr. W. McNary



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ABSTRACT

The existence of two post-secondary educational institutions in a particular region poses the need for both institutions to have clearly defined objectives in order that a broadening of educational opportunities may result without unnecessary duplication of services or unhealthy competition between institutions. When the population base for the region is small, the need for clearly defined objectives for each institution is accentuated.

While the Fairview Agricultural and Vocational College and the Grande Prairie College appeared to have different objectives, it was obvious that with the developments considered for the Grande Prairie College and the limited enrolments experienced by the Fairview Agricultural and Vocational College, a need existed to assess post-secondary education in the Peace River Region in order to provide some guidance for future expansion of these services.

Consequently, the Minister of Education, in consultation with the Minister of Agriculture, directed that a Committee be formed to assess and report on post-secondary educational opportunities in the Peace River Region. Named to this committee were Dr. H. Kolesar as Chairman, Dr. R. G. Fast, Dr. M. R. Fenske, and Mr. W. McNary. The objectives of the Study Committee Report were:

- (a) to provide clear-cut guidelines for the future of the Agricultural and Vocational College at Fairview, and

(b) to provide complementarity between the colleges at Fairview and at Grande Prairie so as to render maximum service to the residents of the Peace River Region.

The Committee examined the history and current status of the Fairview Agricultural and Vocational College and analyzed Census Division 15 from physical, demographic, sociological and educational points of view. The Committee then enumerated a number of problems relating to post-secondary educational services in Census Division 15 - with special reference to the Fairview Agricultural and Vocational College - and recommended possible courses of action for the Fairview Agricultural and Vocational College.

A draft of an educational master plan for the Grande Prairie College has been prepared and approved in principle by the Alberta Colleges Commission. The plan for Grande Prairie proposes development which will complement what is proposed in this report for Fairview. Thus, both objectives stated above will have been achieved if the recommendations of the two reports are implemented.

THE COMMITTEE'S MAJOR RECOMMENDATION FOR THE FAIRVIEW AGRICULTURAL AND VOCATIONAL COLLEGE IS THAT IT BE RETAINED AS A POST-SECONDARY EDUCATIONAL INSTITUTION, AND SPECIFICALLY, THAT IT BECOME ONE CENTER IN A MULTI-CAMPUS PUBLIC COLLEGE FOR THE PEACE RIVER REGION.

Coordination of both program and capital development for the total area should be improved under this arrangement. It should be possible to provide courses in the general area of vocationally-oriented secondary programs and to make transfer program arrangements with other institutions. In general, it would offer the widest possible scope for the Fairview College with minimum restriction from outside authorities.

The Committee further recommends:

- (a) That an early decision be made in regard to the future of the Fairview College and the Grande Prairie College.
- (b) That if the Fairview College is to continue to offer educational services, consideration be given to providing on-site assistance to the staff in all aspects of operation. Such assistance may be provided by a number of authorities, the choice depending, in part at least, on the decision regarding the future of the College.
- (c) That in view of the under-utilization of the facilities, any further capital expansion of the Fairview College be delayed until increased enrolments warrant such expansion.
- (d) That if it be decided that the Fairview College is to change its character, all individuals and authorities affected by such a decision be contacted, and that they be requested to participate and assist in the conversion, in as many ways as possible.

- (e) That in the future, consideration be given to examining the services required in the total Peace River Region - the British Columbia section as well as the section in Alberta.

ACKNOWLEDGEMENTS

The Committee wishes to thank the many individuals associated with the Fairview Agricultural and Vocational College and the central office staff of the Department of Agriculture who gave so generously of their time and efforts in assisting the Committee in the preparation of this report. Without their assistance, it would have been impossible for the Committee to assemble the data contained in the report and to gain some insight into the problems involved in planning to provide post-secondary education in the Peace River Region.

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CHAPTER I

INTRODUCTION

The establishment of public colleges in Alberta has led to additional opportunities in post-secondary education. The establishment of a public college in a region which already contains another post-secondary educational institution, however, accentuates the need for both institutions to have clearly defined objectives in order that a broadening of educational opportunities will result without unnecessary duplication of services or unhealthy competition between the institutions. The establishment of the Grande Prairie College in the Peace River Region has posed the need to assess the roles of the Grande Prairie College and the Fairview Agricultural and Vocational College in providing comprehensive post-secondary educational opportunities to residents of the Peace River Region.

Establishment of the Study Committee

Through a series of memoranda from the Minister of Agriculture and from the Minister of Education, Dr. H. Kolesar was directed by the Minister to establish a Committee of the Provincial Board of Post-Secondary Education, with representation from the Department of Agriculture, to assess the existing post-secondary educational services in the Peace River area. (See Appendices A and B). The committee included, in addition to Dr. Kolesar as Chairman, Dr. R. G. Fast,

Director of Instructional Services, Dr. M. R. Fenske, Director of Administrative Services, both of the Alberta Colleges Commission; and Mr. W. McNary, Regional Agriculturist from Fairview, as a representative of the Department of Agriculture.

Purposes of the Study

The objectives of the Study Committee Report as defined in Mr. Clark's memorandum of June 5, were:

- (a) to provide clear-cut guidelines for the future of the Agricultural and Vocational College at Fairview, and
- (b) to provide for complementarity between the colleges at Fairview and at Grande Prairie so as to render maximum service to the residents of the Peace River Region.

These objectives were consistent with Cabinet reaction in the spring of 1968 to the proposals of the Provincial Board of Post-Secondary Education, and especially with the reaction to Proposal 6 in which Cabinet stated:

Public junior colleges will be placed under direct administrative control of boards appointed by the Lieutenant-Governor in Council, but for the time being institutes of technology and agricultural and vocational colleges will continue to be under the Department of Education and the Department of Agriculture, respectively, for the purposes of their direct administration. Institutes of technology and agricultural and vocational colleges will be coordinated with the college system as a whole in keeping with the recommendation of the Provincial Colleges Commission to the Ministers responsible for their administration.

In addition, sections 18, 19, and 20 of The Colleges Act provide for partial or complete inclusion of provincially-owned post-secondary institutions in the College System.

Thus, it was expected that the Committee would give attention to (a) and (b) above and also that it might comment on the status of the Fairview College with respect to the Alberta Colleges Commission and the College System.

Procedures

In order to clarify the purposes of the study and the procedures to be followed, the Study Committee met with the Ministers of Agriculture and of Education and with some senior members of their staffs. At this meeting held on June 18, 1969, the two Government Departments approved the Committee membership and the tentative outline for the study.

It was felt that in order to make an accurate and meaningful assessment of the educational services provided in the Peace River Area, it would be necessary to analyse in some detail the organizations involved, particularly the Fairview Agricultural and Vocational College. While there are a number of methods which can be used for organizational analysis, the one chosen by the Committee resulted from a fairly extensive review of the literature and scientific research on organizations and their structures and functions. The model developed by Bakke was

selected because it appeared to be most appropriate for analyzing an educational institution such as the Fairview Agricultural and Vocational College. It seemed to incorporate in the definition of the term "organization" three essential characteristics: (1) the charter or image and character of the organization; (2) the basic resources of the organization such as people, materials, money, ideas, time and operational field; and, (3) the activity processes essential to the acquisition, maintenance, and utilization of these basic resources.

It was also decided that since the Grande Prairie College was in a developmental stage and an educational master plan for the College was being developed - a plan which would be discussed with the Alberta Colleges Commission¹ - the focus in this report would be on the Fairview Agricultural and Vocational College. Recommendations to the Grande Prairie College in relation to its educational master plan and recommendations of future guidelines for the Fairview Agricultural and Vocational College would be such that the achievement of the recommendations would provide complementarity between the Colleges at Fairview and Grande Prairie.

Following the development of the basic study guidelines, arrangements

¹The proposal for campus development of the Grande Prairie College was submitted during February, 1970. The proposed long-range educational plan was approved in principle by the Alberta Colleges Commission in March, 1970.

were made for the Committee to visit the Fairview and Grande Prairie Colleges to hold extensive discussions with the administration and faculty at Fairview, and to solicit the support of the faculty in providing information on the college to the Committee. Furthermore, preliminary drafts of major sections of the study were presented to the faculty of the Fairview College as well as to senior officers in the College Division of the Department of Agriculture. As a result of both oral and written reactions to the preliminary drafts, major revisions were made.

The chapters which follow examine the history and current status of the Fairview Agricultural and Vocational College; analyze Census Division 15 from physical, sociological and educational points of view; enumerate a number of problems related to the college; and provide a series of possible future choices together with recommended alternatives. Chapters II and III provide the background information necessary for consideration of guidelines for future development of the College. Chapter IV briefly summarizes the problems existing in Census Division 15, considers their implications for the colleges at Fairview and Grande Prairie, suggest certain options that may be open to the Fairview Agricultural and Vocational College, and recommends a specific future direction for the college at Fairview.

CHAPTER II

FAIRVIEW COLLEGE TODAY

Agricultural Colleges - A Brief History

Fairview College is one of three operating agricultural and vocational colleges in Alberta, the other two being Vermilion and Olds. These three remain from a number established to serve the needs of people living in a province in which the primary industry was agriculture or related to agriculture. The three remaining colleges continue to operate under the direct administrative control of the Department of Agriculture and continue to serve primarily the functions based on selected requirements of the agriculture industry.

The need for this kind of service to farmers was recognized early in the history of the province. In 1911, the Minister of Agriculture authorized the purchase of seven demonstration farms, one each at Medicine Hat, Claresholm, Olds, Sedgewick, Vermilion, Stony Plain, and Athabasca Landing.² The farms varied in size from 160 to 640 acres and the locations were chosen as being representative of the varying conditions of soil, climate, and rainfall found in the Province. Each farm was to be operated upon the mixed farming principle with suitable buildings and range of operation to include the raising of horses, hogs,

²E. B. Swindlehurst, Alberta's Schools of Agriculture, A Brief History. Edmonton: The Department of Agriculture, p. 7.

cattle, and poultry.³ As the demand developed, schools were built on the demonstration farms.

The first schools were established on farms at Olds, Vermilion, and Claresholm with construction beginning in 1912 and the schools opening in 1913. Instruction in the schools was to be guided by a Board of Agricultural Education which, as the statement ran, "shall prepare a scheme of practical and scientific work to be done by students in each and every school, (shall) prescribe the course of study, appoint examiners, and in addition be an advisory board to aid the Minister in all agricultural educational work."⁴ Following its first meeting on August 20, 1913, the Board functioned continuously until 1920 when its activities were suspended. It was not until 1944 that the Board was reactivated.

In addition to the three locations above, colleges operated in Raymond (1920-31), Gliechen (1920-23), Youngstown (1920-23), and Fairview (1951-).⁵ Olds has operated continuously since its establishment except for the 1918-19 college year when it was turned into a hospital during an epidemic of influenza. Vermilion was closed during the 1923-24, 1933-34, and 1941-45 college years. The schools at Youngstown and Gliechen operated for only two years after which they closed permanently. The school at Raymond closed after three years of

³Ibid.

⁴Ibid., p. 21.

⁵Ibid., p. 119.

operation, and reopened during the 1926-27 college year. In 1931, the schools at Raymond and Claresholm closed as a result of the depression and never reopened.⁶

Construction of facilities at Fairview was completed in 1951, and in the 1951-52 college year, first year courses in agriculture and home economics were offered. Operation was continuous until 1958 when fire destroyed several buildings and the college was closed until its reopening in 1960.⁷

During the 1950's, the work of the colleges was continuously under review and reassessment. The Royal Commission on Education in Alberta (1958) expressed concern about the colleges under several headings. The Commission report, while recognizing the need for agricultural education,⁸ observed that courses and programs, although changing in the colleges, had not changed "sufficiently to keep pace with the changing needs."⁹ Further, the report observed that "'the schools of agriculture' concept of the past will not suffice."¹⁰

Among the recommendations in the report was Number 116 which proposed:

⁶Ibid., p. 51.

⁷Ibid., pp. 115,116.

⁸Report of the Royal Commission on Education in Alberta. Edmonton: The Queen's Printer, p. 148.

⁹Ibid., p. 150.

¹⁰Ibid., p. 151.

That the present schools of agriculture be transferred into Community Colleges, offering a program of vocational education beyond agricultural education only.

For a time following consideration of this recommendation, the Fairview College was known as Fairview Community College but new programs were not introduced. Then, during the 1963-64 college year, the College was renamed Fairview Agricultural and Vocational College.

Among authorities directly responsible for the colleges, concern was expressed at this time about aging facilities,¹¹ declining enrolments,¹² and the appropriateness of college curricula.¹³ Subsequently, the construction of some new facilities was approved and a Liaison Subcommittee including Dr. C. F. Bently, Dr. T. C. Byrne, Miss G. Duggan, and Mr. J. E. Hawker recommended to the Board in 1963 with regard to curriculum:

(1) That the principle of offering elective subjects in both agriculture and home economics should be recognized.

(2) That a core of essential subjects should be set out for each year in both agriculture and home economics.

(3) That course patterns, including some electives, should be set for both agriculture and home economics.¹⁴

Later in the mid-1960's, a six-phase long-range capital development plan was approved for the three colleges to provide space and other

¹¹ Swindlehurst, op. cit., p. 114.

¹² Ibid., p. 111.

¹³ Ibid., p. 115.

¹⁴ Ibid., p. 115.

resources in each of the three operating centers to accommodate a maximum of 500 students. The plan was to be flexible in that demand for student places was to be one factor governing rate of development. Another determinant was to be the availability of capital. The rate of progress has varied in the three college centers but the overall objectives remain unchanged. One other feature of this plan was to establish colleges in new centers when the 500 student maximums were achieved in the three in operation.¹⁵

In 1967, pursuant to an amendment to The Public Junior Colleges Act, a Provincial Board of Post-Secondary Education was established, and following its study of needs and of opportunities in the Province for post-secondary education, the Board among its recommendations proposed:

That institutes of technology, agricultural and vocational colleges, junior colleges and other public institutions which serve similar post-secondary clientele be looked upon as being parts of one provincial college system.

Cabinet reaction favored for coordination of this system as a whole by a Colleges Commission through recommendations from the Commission to the Ministers responsible for the direct administration of provincially-owned institutions.

Provision for this coordination, in the form of enabling legislation, is contained in college legislation proclaimed October 1, 1969. The

¹⁵This information was obtained by the author in discussions with Mr. J. E. Hawker, Director, Agricultural and Vocational Colleges.

extent of coordination and the procedures to be followed remain to be defined.

This study of the Fairview Agricultural and Vocational College may be considered as one further step toward the organization of the proposed post-secondary educational system. Since the objectives of the study are:

- (a) to provide clear-cut guidelines for the future of the Agricultural and Vocational College at Fairview, and
- (b) to provide for complementarity between the colleges at Fairview and at Grande Prairie so as to render

maximum service to the residents of the Peace River Region, the remainder of this chapter will focus more directly upon the Fairview College and its future as a part of the post-secondary system.

Fairview College - History and Current Status¹⁶

History. On July 4, 1948, the late Honorable David A. Ure, Minister of Agriculture, recommended to the Alberta Legislature that Fairview be made the site of an agricultural college.

The College opened in the fall of 1951 as a "School of Agriculture and Home Economics." Major buildings included (i) 115 bed student residence, a small library, dining rooms, kitchen and storeroom, administration offices, lecture rooms and laboratories for Home Economics and some subjects in Agriculture; (ii) Mechanics Building including a Gymnasium, Farm Machinery Laboratory, Motors Laboratory, Metals (Welding) Laboratory, Farm Structures (Building Laboratory), and two classrooms. (This entire structure was destroyed by fire in March, 1958); (iii) Livestock Pavilion including a Judging Ring, slaughterhouse, classroom and offices; (iv) Farm Buildings including a hog barn, dairy building, beef barn and poultry house; and (v) three staff residences. Initial student enrolment was 55 with a staff of six instructors in agriculture and two in home economics.

Following the loss by fire of the Mechanics Building-Gymnasium Complex in March, 1958, the College remained closed until September, 1960 when it reopened with the name Fairview Community College and a

¹⁶This section was quoted largely from a Report requested by the Study Committee and prepared by Mr. J. E. Hawker, Director, Agricultural and Vocational Colleges, and forwarded to the Committee by Mr. S. S. Graham, Director, Extension Colleges Division. (See Appendix E).

registration of 64 students. A trimester academic year of three twelve week sessions was introduced at that time and the teaching of required Grade XII subjects on a semester system in the local public high school was arranged. A small Agricultural Mechanics Building (partially replacing the building lost by fire) was built in 1961-62. In May, 1963, the name "Fairview Community College" was changed to "Fairview Agricultural and Vocational College." A second small Mechanics Building and Gymnasium were constructed in 1964. Registration totalled 176 in the fall of 1965.

In 1966, three staff houses were constructed as well as a Farm Shop and Machine Shed.

Started in 1967 and completed in 1968 were a Farm Structures and Farm Machinery Laboratory, a fifty-bed Girls' Residence, the first phase of an Animal Science Complex (Laboratory), the first phase of a Plant Science Building, a Campus Maintenance Building (as distinct from Farm), and a Central Heating Plant.

Current Status. Student enrolment has gone from an initial 55 in 1951 to 193 in the Winter Session, 1970. In addition to regular students, a total of 8,936 persons participated in various meetings, short courses, and conferences at the College in 1967-68 for a total of 50 person/day students. This figure represents full-time equivalent students when 8,936 is divided by 180, the number of teaching days in a college year.

In 1952, four programs were offered - two in agriculture and two

in home economics. In the fall of 1969, ten programs were offered. However, the home economics program was discontinued.

With completion of the first phase of many of the campus facilities in 1968, the college now stands ready to serve approximately 150 residential students plus 50 day students and an additional 25 to 40 evening class students. As the need arises, long-range plans allow for the orderly development of a 500 resident student college.

The Fairview College (together with the colleges at Vermilion and Olds) is established under The Alberta Agricultural and Vocational Colleges Act (previously The Agricultural School Act).¹⁷ It continues to be administered directly by the Department of Agriculture with staff members and other employees being members of the Civil Service.

Coordination of the activities in the colleges at Fairview, Olds and Vermilion has been provided by the Department of Agriculture. The general policies of all and specific programs in each are listed in a single calendar for Agricultural and Vocational Colleges.

Goals and Objectives of Fairview College¹⁸

(1) To meet the education needs of the community in:

- Agriculture
- Continuing academic education
- Business education

¹⁷See Appendix F.

¹⁸This statement was prepared by the administration and staff of the Fairview College and submitted to the Study Committee October 16, 1969.

- Welding Apprenticeship
 - Automotive Apprenticeship
- (2) To attend to individual farmers' problems with advice in regard to soils, crops and livestock.

Organizational Participants, Structures and Policies

Department of Agriculture - Administration and Staff.¹⁹ Overall responsibility for the policies and operation of the College is vested in the Minister of Agriculture. To advise the Minister in all matters pertaining to the college(s), a Board of Agricultural Education was established in 1913, with the Minister of Agriculture as Chairman. The Board consists of the Deputy Ministers of Agriculture and of Education, the the Director of the Extension and Colleges Division, the Director of the Colleges (Secretary), the Dean of Agriculture - University of Alberta, representatives from the Alberta School Trustees' Association, the Alberta Association of Municipal Districts, the Alberta Federation of Agriculture, the Alberta Farm Women's Institutes, the Farm Women's Union of Alberta, the three Agricultural College Alumni Associations and three Members-at-large. College Principals are ex-officio members. The Board meets each fall and each spring.

The Principals and the Director meet once a month to discuss college problems. Recommendations go from the Director of Colleges to the Director of the Extension and Colleges Division and on to the Deputy Minister and/or Minister.

¹⁹This is quoted from the report prepared by Mr. Hawker. See footnote 15.

College Level²⁰

(a) Administration: Instructional staff members meet with the Principal usually once a week. Recommendations pass from the Principal to the College Director.

However, in curriculum matters, interested public are widely represented on some fourteen Course Advisory Committee of ten to fifteen members each. These Committees advise the Coordinator of Agricultural Education, not the College itself. Through the office of the Coordinator of Agricultural Education, a close relationship is maintained between curricula and the objectives of the various courses as seen by the committee members.

In actual practice, since the Board of Agricultural Education meets only twice a year, effective operational control tends to pass directly from the College Principals and Director to the Divisional Director and Deputy Minister and/or Minister.

(b) Staff: In this section on staff, some findings of a recent study on staff characteristics in post-secondary institutions will be reported.²¹ Data for this study were obtained from academic staff who

²⁰Quoted from the report prepared by Mr. Hawker. See footnote 15.

²¹Alexander James Tod, "A Survey of Staff Characteristics in Post-Secondary Institutions in Alberta." Edmonton: Unpublished M.Ed. Thesis, Department of Educational Administration, University of Alberta, 1969. At a meeting with the Staff in Fairview September 19, 1969, the staff members indicated that the data reported here were generally valid in describing characteristics of the 1969-70 staff members.

responded to a 38-item forced choice questionnaire.

Of 16 respondents from Fairview, one was designated administrator; three department heads - one each in business education, in agriculture and in adult education; and twelve instructors.²² Of these 16, one was female.²³ The age range was from under 26 to 60 with the mode being in the range 41 - 45.²⁴ Three of the 16 were single. Staff salaries ranged from less than \$4,000 to more than \$13,000. The distribution of salaries was negatively skewed about a modal range of \$10,000 to \$11,499.²⁵ Nine of the respondents had never held a teaching certificate, four held an Alberta certificate, two a certificate from another province, and one person failed to answer this question.²⁶ In academic standing, two of the 16 had less than grade 12, three had grade 12, one had post grade 12 but less than a baccalaureate degree, seven had a baccalaureate degree or its equivalent, two held two baccalaureate degrees or the equivalent, and one was the holder of a doctoral degree.²⁷ In reply to query about current involvement by staff in a

²²Ibid., p. 27. Although there was provision for these, no staff member had been given the designation during 1968-69. For 1969-70, one person has been designated vice-principal and head of the department of agricultural education.

²³Ibid., p. 28.

²⁴Ibid., p. 30.

²⁵Ibid., p. 34.

²⁶Ibid., p. 39.

²⁷Ibid., p. 46.

program for improving academic, professional, technical or trade qualifications, 14 said they were not involved, one was working toward journeyman standing, and one did not reply.²⁸ Nine had no immediate plans for improving standing, seven were planning further study.²⁹ Of the 16 respondents, thirteen had come from other than a teaching position immediately prior to joining the Fairview staff.³⁰ Nine of the 16 had been on staff for four or fewer years.³¹ Three of the 16 were on first year probation while thirteen had been granted tenure.³² Of the 16, only five devoted more than 60 per cent of their time to instruction.³³

Other data regarding the Fairview staff are also contained in the study from which the above have been selected. In addition, the study reports comparative data for other agricultural colleges, for institutes of technology, and for junior colleges.

(c) Students: While no data are available to the writer at the time of writing to describe student characteristics for those enrolled during the 1968-69 academic year, there are data on the students enrolled in Fairview during the winter term of the 1967-68 year. These

²⁸ Ibid., p. 53.

²⁹ Ibid., p. 57.

³⁰ Ibid., p. 57.

³¹ Ibid., p. 69.

³² Ibid., p. 73.

³³ Ibid., p. 76.

will be briefly summarized below.³⁴

Of 105 students responding, 15 lived either in Fairview or within a radius of 25 miles, forty-five came to the college from within a range of 26 to 100 miles, 38 from a distance greater than 100 miles from Fairview but within Alberta, and seven came from outside Alberta.³⁵

Of 108 students responding to classification by sex, 79 were male, 29 female.³⁶ Of 108, 21 were under 17 years of age, 55 were in the 18 to 20 year age range, 18 were in the range 21 to 25 years, one was between 26 and 30 years of age, and 13 were over 30 years of age. Of this total of 108, 87 per cent were under 25 years of age.³⁷

The distribution of students according to the last school grade completed showed that 38 of 108, about one-third, had completed grade 12. The remaining distribution was grade 11 : 33, grade 10 : 16, grade 9 : 10, and grade 8 or under : 11 students.³⁸ Of 112 respondents, 84 (three-quarters of the total) lived in residence; 19 lived at home or with relatives, and the remainder boarded out or maintained light

³⁴Alex Letts, "The Characteristics of Students in Alberta Agricultural and Vocational Colleges." Edmonton: Alberta Colleges Commission, 1969.

³⁵Ibid., p. 18.

³⁶Ibid., p. 23.

³⁷Ibid., p. 27.

³⁸Ibid., p. 31.

housekeeping rooms.³⁹ Of 114 respondents, 98 were single and 16 married.⁴⁰ Cost of attendance ranged from \$750 or less to more than \$1500. Of 111 responses regarding cost of attendance to students, 86 or about four-fifths reported a cost of \$1000 or less as the total cost of the year's attendance in the college.⁴¹ Of 111 respondents, 87 indicated that they were not employed during the year of their attendance at the college. Of the remainder, 18 were employed fewer than 30 hours per week and six reported being employed more than 30 hours per week.⁴²

Additional data describing student characteristics for the 1967-68 year are available in the study. Comparative data for junior colleges and for institute students during the same year are available in other studies reported by Letts⁴³ and Schindelka.⁴⁴

(d) Enrolments:⁴⁵ The following tables provide enrolment data for the Fairview College for the period 1965-66 to 1969-70. Table I presents enrolments by program, by session, and in total.

³⁹Ibid., p. 46.

⁴⁰Ibid., p. 50.

⁴¹Ibid., p. 51.

⁴²Ibid., p. 61.

⁴³Alex Letts, "The Characteristics of Students in Alberta Public Junior Colleges." Unpublished M.Ed. Thesis, Edmonton, Department of Educational Administration, University of Alberta, 1969.

⁴⁴Donald J.J. Schindelka, "The Characteristics of Students in the Alberta Institutes of Technology." Unpublished M.Ed. Thesis, Edmonton, Department of Educational Administration, University of Alberta, 1968.

⁴⁵These enrolment figures were supplied by the Administration and staff at Fairview College October 16, 1969.

TABLE I
ENROLMENT BY PROGRAM, 1965-66 TO 1969-70

	1965-66			1966-67			1967-68			1968-69			1969-70**		
	F*	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Agricultural Equipment															
Agriculture Diploma	70	60		68	61		43	41		5	5		40	40	
Agriculture Certificate		Not Offered		Not Offered			12	12	11	9	8	6			
Business Education	26	26	26	27	27	24	19	19	18	18	17	16	24	22	
Night Class													40	24	
Academic	29	29	31	31	31	25	35	35	30	49	49	40	24	24	
Motor Mechanics	9	13	9	11	5	12	14	8	13		14	11	15	14	
			12			6	10	10			14			15	
Welding	9	9	7	9	10	9		8	10		7		7	11	
			11		12			11							
Adult Farm Manage. (2 wks)													39	54	
Adult Upgrading										20	17	16	6	7	
Land Appraisal			6			5			4			16			
Night Welding							18	8		Not Offered					
Farm Welding (3 week)															9
Night Math															
Woodworking (10 afternoons)								10	7						6
Night Chemistry															
Sheep Short Course (2 week)										7	4	4			31
TOTALS	143	137	102	146	146	81	141	162	93	145	170	109	166	193	

*F - Fall; W - Winter; S - Spring Sessions. **Information supplied by Mr. J.A.R. Palin, Principal of Fairview Agricultural and Vocational College March, 1970. NOTE: Enrolments in courses of less than 10 days duration are not reported in this table.

Study of Former College Students⁴⁶

A questionnaire was sent out to 410 former students of the Fairview College with a return addressed envelope. 122 questionnaires were returned.

Of the 63 former Agriculture students who replied, 36 were farming, two were machinery servicemen, two were feed mill operators and each of the others was in one of the following occupations: principal of a school, landscaping, editor, dairy plant manager, heating engineer, manager livestock co-op, court clerk, technician, funeral director, elevator agent, research technician, bridge construction supervisor, plumber, bookkeeper and farmer, cat operator, district agriculturist, farmer and motor mechanic and electrician, laboratory assistant, golf course caretaker, farmer and businessman, salesman, oil field worker, continuing education.

Eighteen former business education students responded. Eleven of these were office stenographers, three were housewives, one was a bookkeeper, one a student, one an instructor, and one was in business for himself.

All of the former household economics students who responded had become housewives.

The three automotive students who replied listed farmer, mechanic, and owner-manager of a service station as their respective occupations.

There were replies from 29 former academic students listing their

⁴⁶This is a report of a study conducted by Mr. W. McNary, Regional District Agriculturist, and member of the Minister's Study Committee.

occupations. There were four farmers and seven university students. The others were engaged as follows: businessman, teacher, housewife, cat operator, dental assistant, radio operator, engineering technician, nursing aide, swamper, assistant bank manager, farm help, funeral director, stewardess, truck driver, surveyor, N.A.I.T. student.

Ninety-three of the former students who responded included comments and suggestions for the improvement of courses at the college.

Thirteen felt that technical courses other than agriculture should be taught. Twenty-one felt that more emphasis should be placed on farm management and economics. Ten felt that home economics courses should be offered. Several suggested that home economics should be offered as an option for business education and academic students.

Numerous respondents suggested that vocational courses for high school students should be offered at the college, that some university credit be given to agriculture students wishing to go on to university, and that academic high school subjects be offered by the college itself.

Several suggested more emphasis be put on welding and mechanics, veterinary techniques, adult upgrading, and soils and crops management.

Individual suggestions included courses in artificial insemination, practical nursing (nurse's aide), fashion and design, speed reading, computer technology, dietetics, horticulture, and flying.

Programs and Services⁴⁷

Instructional.

- Agriculture
- Business Education
- Welding Apprenticeship
- Automotive Apprenticeship
- Academic Upgrading
- Farmer Short Courses
- Night Courses in Business Education Subjects
- Recreation

Non-Instructional.

- judging fairs in summer months
- cooperative research programs - Animal Science
 - Horticulture
- assisting regional staff
- meeting and convention centre for the area
- assisting various groups, individuals, and organizations
in the community in an advisory capacity.

⁴⁷ This section was prepared and submitted by the Administration and Staff at Fairview College October 16, 1969.

Physical Resources⁴⁸

Plant:

<u>A.1. - Mechanics Building No. 1</u>	Total Area 7,000 sq. ft. ⁴⁹
Lab Area:	6,660
Automotives Lab.	3,400
First Welding Lab.	1,200
Second Welding Lab.	2,000
Office Area:	177
1 Large Office	177
<u>A.2. - Mechanics Building No. 2</u>	Total Area 6,500 sq. ft. (only ground floor considered)
Lab Area:	4,470
First Motors Lab.	2,550
Second Motors Lab.	1,670
Third Motors Lab.	250
Classroom Area:	1,660
First Classroom	830
Second Classroom	830
Office Space:	370
One Large Office	370

⁴⁸This section is quoted directly from a report prepared by Mr. Hawker and submitted to the Committee Chairman November 3, 1969.

⁴⁹These are not total areas for each building but rather net instructional and office areas. Gross building area totals would be higher than this and would include washrooms, hallways, lounges, mechanical rooms, walls, storerooms, etc.

A.3. - Mechanics Building No. 3

Total Area 13,250 sq. ft.

Lab Area: 10,540

Farm Machinery Lab. 5,270

Farm Structure Lab. 5,270

Classroom Area: 1,165

First Classroom 600

Second Classroom 565

Office Space: 184

First Office 94

Second Office 90

A.4. - Classrooms

Total Area 5,480 sq. ft.

Four Classrooms @ 870 3,480

Two Classrooms @ 1000 2,000

A.5. - Plant Science BuildingsTotal Area 6,742 sq. ft.
(only the first phase of the
building constructed)

Lab. Area: 5,070

Field Crops Lab. 950

Soils Lab. 950

Potting Room & Greenhouse 2,270

Botany Lab. 900

Classroom Area: 1,140

One Classroom 1,140

Office Area: 532

Four Offices @ 133 sq. ft. 532

A.6. - Animal Science Building

Total Area 10,254 sq. ft.
(only the first phase of the
building constructed)

Lab. Area:	3,655
2 Livestock Rings @ 960	1,920
Small Animal Lab.	635
Butchering & Meat Cutting Lab.	1,100
Classroom Area:	2,400
2 Classrooms @ 1,200	2,400

H.1. - Administration

Total Area 6,340 sq. ft.

Office Area:	1,072
Three @ 96 sq. ft.	288
One @ 100 sq. ft.	100
Three @ 120 sq. ft.	360
One @ 144 sq. ft.	144
One @ 180 sq. ft.	180

TABLE II
SUMMARY OF PHYSICAL FACILITIES

Bldg. No.	Name	Lab. Area in Sq. Ft.	Classroom Area in Sq. Ft.	Office Area in Sq. Ft.	Bldg. Area in Sq. Ft.
A.1.	Mechanics Building	6,600	-	177	7,000
A.2.	Mechanics Building	4,470	1,660	370	6,500
A.3.	Mechanics Building	10,540	1,165	184	13,250
A.4.	Classrooms		5,480		
A.5.	Plant Science	5,070	1,140	532	6,742*
A.6.	Animal Science	3,655	2,400	-	10,254*
H.1.	Administration (located in old dormitory bldg.)	-	-	1,072	6,340
	TOTALS	30,335	11,845	2,335	50,086

*Only the first phase of the building constructed.

H.1.	Boys' Residence (old)	
	Total Number of Bedrooms -	43
	Total Number of Beds -	86
H.1.	Library (located in old dormitory building)	648
H.2.	Food Services (Kitchen and Dining Only)	6,937
	Maximum dining room seating capacity is	250 students.
H.9.	Girls' Residence (new)	17,000
	Total Number of Bedrooms -	25
	Total Number of Beds -	50
R.1.	Gymnasium Building	10,174

An assessment of the facilities as they relate to potential student accommodation is provided in Appendix G.

Equipment. For a complete listing of major items of equipment, the reader should refer to Appendix I where items are listed according to subject area.

Other Resources. The total farm at Fairview College comprises about 250 acres of which approximately 181 acres are actually available for farm production. On March 31, 1969, livestock totalled 90 head of cattle (excluding calves), 265 sheep (excluding lambs), and 26 hogs.

Financial

Operational Budget. The budget for the operation of the total college is prepared by the Principal and his staff, and is submitted by the Principal to the Director of Agricultural and Vocational Colleges and to the Division Director. Following approval by the two Directors, the budget is sent to the Deputy Minister and the Minister of Agriculture for scrutiny and approval.

Each item in the budget is designated for a specific purpose according to expenditure codes and monies must be used for the purpose stipulated. The Accounts Branch of the Department of Agriculture and the Data Processing Section of the Audit Department control the expenditure as authorized by the Director of the Agricultural and Vocational Colleges.⁵⁰

⁵⁰ See Appendix H for a breakdown of estimates by code number.

As indicated above, monies approved in the budget are allocated for specific purposes according to expenditure codes. Thus the college makes use of the principles and methods of program budgeting.⁵¹

The amounts voted in support of the operational budget for Fairview College for the current year and for the past three years are shown below.⁵²

1966-67	\$ 489,125
1967-68	405,115
1968-69	450,145
1969-70	468,885
1970-71	504,000

Capital Budgets.⁵³ A (6-phase) long-range capital plan (master plan for development) for the Fairview College was completed in 1965-66. This plan was based on a projected maximum enrolment of 500 students (1/3 female - 2/3 male) and on the curriculum of the College in 1964-65. Due to changing circumstances and conditions, and the availability of money for development, the actual development during the past five years does not closely parallel the proposed development. As is indicated above, however, construction is phased to keep

⁵¹This section is quoted from Mr. Hawker's Report. See Footnote 15.

⁵²See Estimates for the Fiscal Years 1967-68, 1968-69, 1969-70. Edmonton, Queen's Printer, Department of Agriculture, Appropriation 1154.

⁵³Quoted from Mr. Hawker's Report. See Footnote 15.

step with the increasing enrolment. Also as a result of the dynamic state of technical-vocational education (particularly in the Peace River Block) the building priorities, according to the master plan, have changed. Nevertheless, a considerable amount of construction has taken place during the past five years and more is planned during the next ten years. Construction cost projections for the period 1968-78 total somewhere between 8 and 9 million dollars. This does not include additional development which would provide veterinary laboratories and regional agriculturist staff offices.

As noted above, the actual development has not closely paralleled the proposed development in terms of specific buildings to be constructed, but has kept pace in terms of the total long range plan. The ten year development plan for the college was revised in 1968 with projections to 1978. As a result, Fairview is currently only in the second year of this ten-year plan and is progressing favorably.⁵⁴

Allocation of Funds. The total operational and capital budget of the college is for instructional purposes. The College Farm is operated entirely for demonstration purposes. No research is conducted by the College.⁵⁵

⁵⁴Ibid.

⁵⁵Ibid.

Program Scheduling - Calendar of Events⁵⁶

Summer Session 1969.

- June 30 - Graduation and Alumni Reunion.
- June 30 - July 4 - 4-H Camp.
- July 2 - Summer School.
- July 6 - 12 - Playground Supervisors' Course.
- July 7 - Completion of the 3rd Session of Vocational Preparation (Grades 10 - 12).

Fall Session 1969.

- September 2 - Registration for High School Academic Courses, Business Education, and Vocational Preparation.
- October 2 - Registration for Night School (Business Education).
- October 20 - Registration for Agricultural Technologies, Certificate Course in Agriculture.
- October 27 - December 19 - First Year Motor Mechanic Apprenticeship Course (8 weeks) (Quota 15).
- November 17 - 28 - Farm Management Upgrading Course.
- December 1 - 12 - Farm Management Upgrading Course.
- December 1 - 19 - Fort Vermilion Farmers Welding Course.
- December 23 - End of First Session for Vocational Preparation.
- December 24 - Christmas Recess begins.

⁵⁶This information was supplied by the Administration and Staff of the Fairview College October 16, 1969.

Fall Session Continued:

- | | |
|-------------------------|---|
| January 1 - March 31 | - Two Special Welding Courses will be offered.
Dates not finalized. |
| January 5 | - Classes reconvene.
- Second Session for Vocational Preparation begins. |
| January 5 - February 27 | - Second Year Motor Mechanic Apprenticeship Course. (8 weeks) (Quota 12). |
| January 23 | - End of Fall Session for Agricultural Technologies, Agricultural Certificate Course, Business Education and Night School (Business Education). |
| January 26 | - Winter Session Registration for Business Education, Agricultural Technologies, and Agricultural Certificate Course.
- Night School (Business Education) Second Session begins. |
| February 9 - 20 | - Sheep Production Short Course. |
| March 2 - 13 | - Farm Management Upgrading Course. |
| March 2 - April 10 | - Special Motor Mechanic Apprenticeship Course. (6 Weeks) (Quota 12). |
| March 16 - 26 | - Farm Management Upgrading Course. |
| March 27 | - Spring Recess for Certificate Agriculture begins. |
| March 27 - 30 | - Easter Recess. |
| April 13 - June 5 | - First Year Motor Mechanic Apprenticeship Course. (8 Weeks). (Quota 15). |
| April 17 | - Last Day of Classes for Agricultural Technologies. |
| April 24 | - Last day of the Second Session of Vocational Preparation. |

- January 5
- Classes reconvene.
 - Second Session for Vocational Preparation begins.

- Second Session for Vocational Preparation begins.

- January 5 - February 27 - Second Year Motor Mechanic Apprenticeship Course. (8 weeks) (Quota 12).

- January 23 - End of Fall Session for Agricultural Technologies, Agricultural Certificate Course, Business Education and Night School (Business Education).

- January 26
- Winter Session Registration for Business Education, Agricultural Technologies, and Agricultural Certificate Course.
 - Night School (Business Education) Second Session begins.

- Night School (Business Education) Second Session begins.

- February 9 - 20 - Sheep Production Short Course.

- March 2 - 13 - Farm Management Upgrading Course.

- March 2 - April 10 - Special Motor Mechanic Apprenticeship
Course. (6 Weeks) (Quota 12).

- March 16 - 26 - Farm Management Upgrading Course.

- March 27 - Spring Recess for Certificate Agriculture begins.

- March 27 - 30 - Easter Recess.

- April 13 - June 5 - First Year Motor Mechanic Apprenticeship Course. (8 Weeks). (Quota 15).

- April 17 - Last Day of Classes for Agricultural Technologies.

- April 24 - Last day of the Second Session of Vocational Preparation.

Fall Session Continued:

- | | |
|----------|--|
| April 27 | - Third Session of Vocational Preparation begins. Appraisal and assessment begins. |
| May 15 | - Appraisal and Assessment Courses ends. |
| May 18 | - Certificate Agriculture Course reconvenes. |
| June 26 | - Graduation and Alumni Homecoming. |

Summary

This chapter has provided in some detail the history and current status of the college. Among other things, it has examined the human and physical resources of the institution, and enumerated the programs and finances available. Chapter III is an ecological study of the environment within which the college is located.

CHAPTER III

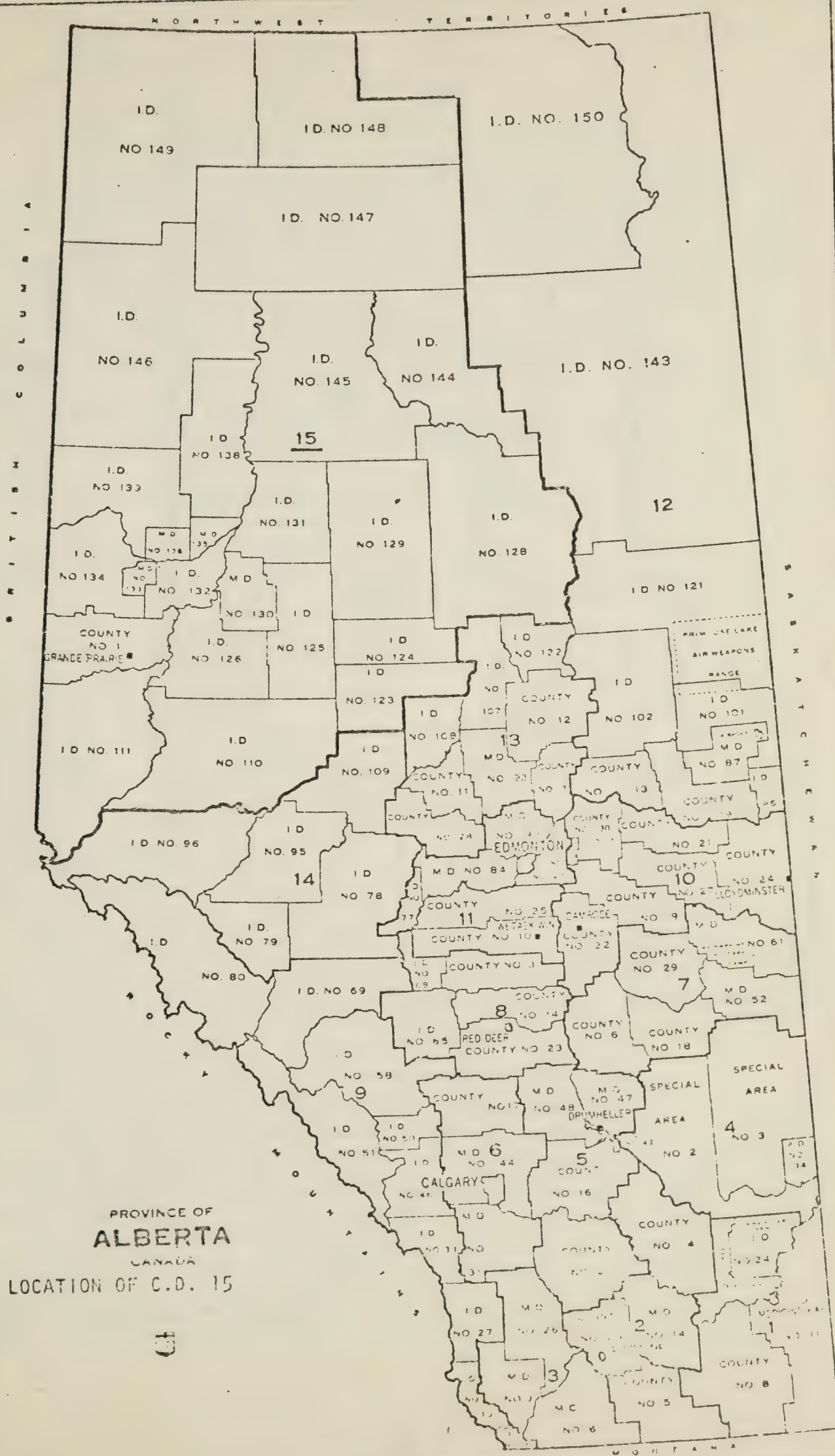
THE CHANGING SCENE

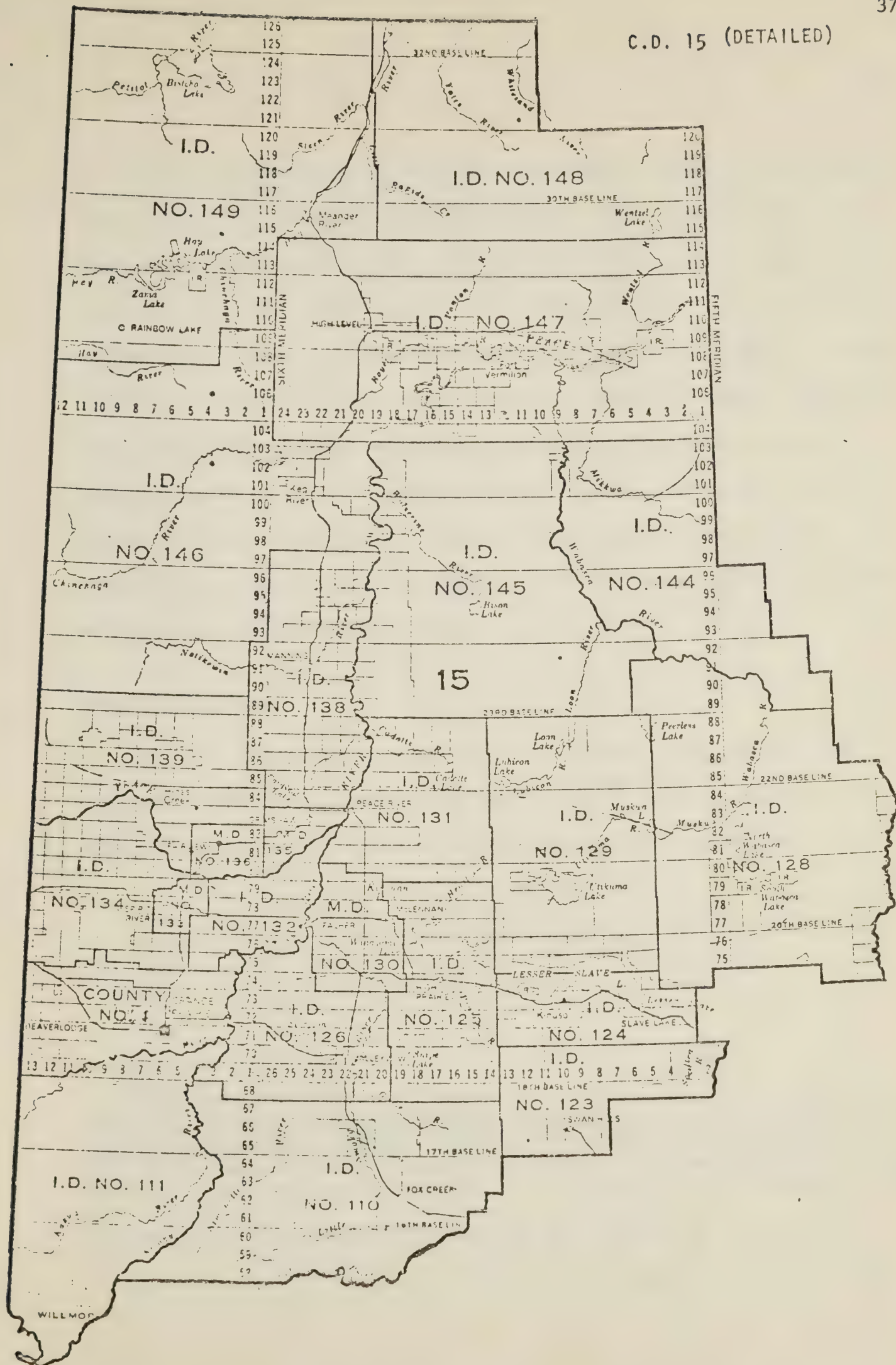
Introduction

No study of educational needs would be complete without at least a brief analysis of the ecological characteristics of the area. This chapter examines several aspects of the ecology. It begins with a brief physical description of the area, explores demographic trends in Census Division 15, and examines industry and resources in terms of manpower required for the future. It concludes with a brief description of post-secondary educational provisions.

Physical Description of Census Division 15

Because the general area served by the Fairview Agricultural and Vocational College and the Grande Prairie College is Census Division 15, this report is limited to that area. As indicated on the map on page 36, C.D. 15 is located in the northwestern part of the Province and encompasses all of the area generally known as the "Peace River Area." It is bounded on the north by the Northwest Territories, on the west by British Columbia, while its southern boundary is the Athabasca River, and its eastern boundary forms an irregular line from a point just east of the town of Slave Lake to the Wood Buffalo Park. It has an area of 93,615 square miles or approximately 59,317,760 acres. A more detailed map of the area appears in Figure 2, page 37.





The Census Division includes the municipal districts of Smoky River (130), Spirit River (133), Peace River (135), and Fairview (136); the Improvement Districts 96, 110, 111, 123, 124, 125, 126, 128, 129, 131, 132, 134, 137, 138, 139, 144, 146, 147, 148, and 149;* and the County of Grande Prairie (No. 1). Also included in C.D. 15 are the City of Grande Prairie; the towns of Beaverlodge, Fairview, Fahler, Grimshaw, Manning, High Level, High Prairie, McLennan, Peace River, Slave Lake, Spirit River, Swan Hills, and Valleyview; and the villages of Berwyn, Clairmont, Hythe, Donnelly, Girouxville, Grouard, Hines Creek, Kinuso, Nampa, Sexsmith, Rycroft, Wanham, and Wembly. Several Indian reserves and Metis colonies also fall within the area.

Demographic Data

In 1961, the population of C.D. 15 was 76,884. In 1966, it had increased to 88,344. According to one source,⁵⁷ the population projections based on the 1961 rate of natural increase are as follows:

1971	-	100,624
1976	-	114,610
1981	-	130,541

⁵⁷ Research and Planning Division of the Human Resources Development Authority, The B-15 Development Plan: An Outline for Rural Development in Alberta's Census Division 15. Edmonton, Government of Alberta, 1969. Many of the basic data for the B-15 Report were obtained from 1961 census records. Therefore some observations in that report may no longer be valid.

*These are now Improvement Districts 16, 17, 19, 20, 21, 22, and 23.

Both this study and Svenson's⁵⁸ found a number of interesting population characteristics. Reference is made here to some of these. While the population in this area increased more rapidly between 1961 and 1966 than did the population of Alberta, most of the growth since 1951 occurred in the urban centers. The rural population reached a peak in 1961, and has been declining since. The population density is 0.94 persons per square mile, compared with 5.73 for Alberta. According to Svenson:

The major implication of this trend is that although people grow up in rural areas, they will probably migrate to urban areas when they enter the labor force because that is where the major increases in job opportunities will come. Therefore, people in rural areas need to develop skills, attitudes, and work habits which will allow them to compete successfully in the urban environment in which they will live.⁵⁹

Hanson's research supports these findings. From an examination of the population trends in the Grande Prairie and Fairview College Areas, Hanson concluded on the basis of his 1961 and 1966 analysis that:

The total population of the (Grande Prairie College) area increased from 43,765 to 48,525 between 1961 and 1966, with most of the population increase concentrated in the City of Grande Prairie which grew from 8,352 to 11,417. The population of the areas outside Grande Prairie increased from 35,413 to 37,108. In 1966, the City of Grande Prairie was approaching one-quarter of the total population.⁶⁰

⁵⁸K. A. Svenson, Population Characteristics : Alberta's Census Division 15. Edmonton, The Rural Development Research Branch, Economics Division, Department of Agriculture, 1968, p. 3.

⁵⁹Ibid., p. 9.

⁶⁰E. J. Hanson, Population Analysis and Projections : College Areas in Alberta. Edmonton, Research Studies in Post-Secondary Education No. 2, The Provincial Board of Post-Secondary Education, 1968, p. 18.

The conclusion which might be reached from the research studies cited above is that while the total population may in fact be increasing, most of this growth is occurring in the urban centers.

Sociological Population Characteristics

The demographic data provided above were general in nature. This section deals briefly with some of the specific characteristics of the people in C.D. 15.

Education. Although school enrolments in this area are increasing, the increase is at a slower rate than it is in the rest of Alberta. A greater percentage of students in C.D. 15 discontinue their formal education after leaving secondary schools than elsewhere in the Province. Furthermore, all grades have higher dropout rates than they do in other parts of Alberta. This is especially evident in schools in the Fort Vermilion areas and in the Northland School Division. In addition, the operating expenditures per pupil are higher at \$598 than they are for the Province at \$579. The fact that school facilities scattered throughout C.D. 15 frequently duplicate services within a relatively small area no doubt increases the cost of education. According to Downey's⁶¹ classification, 33 of the 45 high schools in 1965 provided either a partial or a minimum matriculation program with few general education options, and

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L. W. Downey, The Small High School in Alberta. Edmonton, The Alberta School Trustees Association, 1965.

only 12 provided a full matriculation program with some minor patterns available to the students.

Health. According to the B-15 Plan report:

C.D. 15 has relatively more public health nurses, about the same rate of hospital beds, and fewer doctors and dentists than Alberta generally. However, the incidence of many major diseases is higher and the rate of hospitalization is higher in C.D. 15 than in Alberta.⁶²

Since better housing, knowledge of diets and sanitation, and improved income and money management contribute to good health, it would seem that additional education in these areas would be desirable.

Welfare. The number of people receiving welfare and the amount of welfare issued are related to a number of factors including level of educational attainment, number of employment opportunities, health and family stability, and the age distribution of the population. One study⁶³ found that while C.D. 15 had 5.9 per cent of the Alberta population, it had 7.3 per cent of the total Alberta long-term social assistance cases. This too may have implications for post-secondary education in this area.

Housing.* The condition of housing is a good indicator of the level of material well-being, and therefore contributes to the general sociological picture of an area. Of all the C.D. 15 homes, 39 per cent are

⁶²The B-15 Development Plan, op. cit., p. 44.

⁶³Ibid., p. 50.

*Based upon 1961 Census Data.

23 years or older, 36 per cent are in need of minor repairs, and 15 per cent need major repairs. Comparative figures for the Province of Alberta are 45, 23, and 8 per cent respectively. A few other statistics are noteworthy:⁶⁴

- (a) 63 per cent of the homes have no running water compared to 21 per cent of the homes in Alberta.
- (b) 69 per cent have no bath or toilet facilities compared to 25 per cent for the province.
- (c) 33 per cent have furnaces compared to 72 per cent for the province.
- (d) 64 per cent have refrigeration compared to 88 per cent for Alberta.
- (e) 5 per cent have television as compared to 72 per cent provincially.
- (f) 43 per cent of the families have no cars as compared to 25 per cent for Alberta.

People of Indian Ancestry. A study⁶⁵ of ethnic characteristics revealed that in 1961 native Indians comprised 10.4 per cent of the population of C.D. 15 compared with 2.1 per cent for Alberta. Approximately 28 per cent of the Indian population of Alberta lives in C.D. 15. The majority of the Indians, however,

⁶⁴Ibid., p. 58.

⁶⁵Svenson, op. cit., p. 2.

live in specific areas of the Census Division. Since the educational attainment and housing standards for this group are generally lower than for other groups, and the incidence of disease is higher, much of the educational development might involve people of Indian ancestry.

Industry and Resources

The industries and resources of an area largely determine its manpower and the demands for various types of post-secondary education. This section analyzes these determinants with special focus on the change that is occurring in manpower needs.

Agriculture. In common with other parts of the province, the Peace River area has experienced a modern agrarian revolution. Some of its manifestations included: (a) mechanization (the use of newer and larger machines), (b) technology (the use of fertilizers, chemicals, animal diets, and plastics on farms), and (c) planning (including farm reorganization and new methods of production and marketing). The intensified application of these three factors has made it possible for management to operate large units with fewer employees. As a result, certain manpower and population adjustments are occurring. In agriculture, specifically, the total number of farms in C.D. 15 is decreasing, the number of small farms is decreasing even more rapidly, and the number of employees required on farms is decreasing - all in spite of the fact that there has been an increase in the total acreage under cultivation and in the amounts

produced. Furthermore, while the number of farm workers is decreasing, the labor force in agricultural services in the urban areas is increasing. Owners of marginal farm operations are seeking seasonal employment in other industries. These findings would suggest that training in post-secondary agricultural programs must take an entirely new approach with the major emphasis being on services related to agriculture.

Other Resources. While agriculture continues to be a major factor in the economic development of C.D. 15, other significant changes have occurred.

(a) Forestry: The forest industry affected by new technological development has become a major contributor to the economy of the area. In 1966, 655 people were employed in this industry. It is projected that this figure will rise to 1,220 by 1981.

(b) Mines, Quarries and Oils: Recent mineral and oil discoveries indicate that the labor force employed in developing these resources which rose from 594 in 1961 to 1,283 in 1966, will be 2,095 in 1981. In 1961, this figure represented 0.4 per cent of the total working population. The projection for 1981 is 5.6 per cent.

(c) Tourism and Recreation: A rapidly expanding industry related to tourism and recreation is anticipated for the future. Numerous lakes, parks, wildernesses and mountain areas provide almost unlimited resources in this regard.

(d) Manufacturing: Except for a few cases, most of the manufacturing carried on in C.D. 15 comes from relatively small firms. The plywood mill in Grande Prairie is by far the largest operation in the area. As is indicated in Table III, manufacturing has increased in the past nine years and will continue to increase during the next decade.

(e) Other Industries: A number of other industries are summarized in Table III. These include fishing, construction, transportation and communication, trade, finance, business, and public administration.

The changes in industry and resources in recent years in C.D. 15 and the resulting changes in manpower needs as shown in Table III are perhaps more clearly depicted in Figure 3.

The two major conclusions that might be drawn from the statistics in Table III and Figure 3 are: (a) the percentage of the total labor force employed in agriculture is rapidly decreasing in C.D. 15, and (b) the percentages of the total labor force in secondary industries in the same area are rapidly increasing.

Bigham's⁶⁶ research supports the conclusions reached above. He found that the forest output increased 78 per cent from 1960 to 1966, that the crude oil production increased 2,400 per cent and the natural gas production increased 1,700 per cent from 1956 to 1966, and that the manufacturing output increased from \$3.0 million in 1956 to \$9.6 million

⁶⁶J. F. Bigham, Industry and Resources in C.D. 15. Edmonton, Department of Agriculture, 1968.

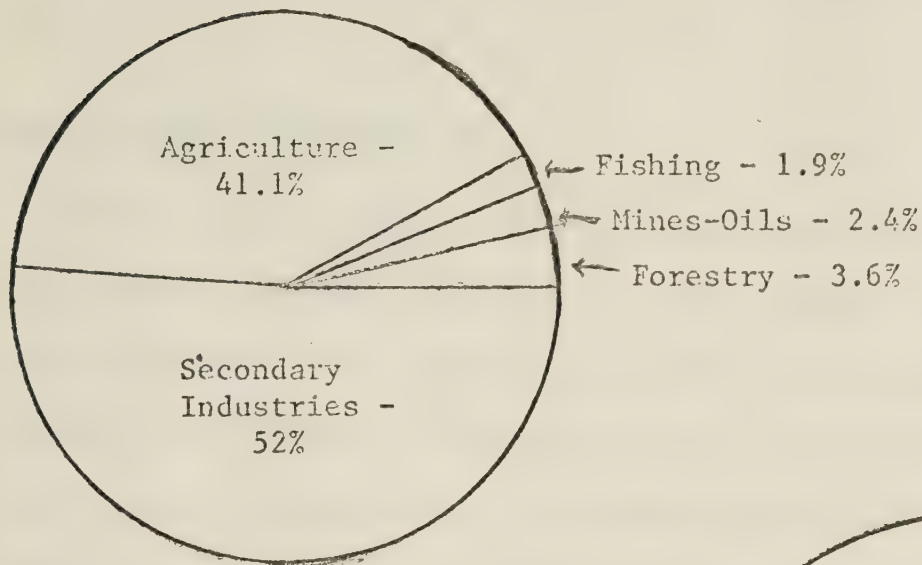
TABLE III*
EMPLOYMENT STATISTICS IN CENSUS DIVISION 15
With Actual Figures for 1961 and
Projected Figures for 1981

	1961		1981	
	No. Employed	Per Cent of Labor Force	No. Employed	Per Cent of Labor Force
Agriculture	10,325	41.1	9,000	24.1
Forestry	890	3.6	1,330	3.6
Fishing & Trapping	485	1.9	315	0.8
Mining & Oils	594	2.4	2,095	5.6
Manufacturing	950	3.8	2,500	6.7
Construction	1,352	5.4	3,000	8.0
Transportation & Communication	2,345	9.4	3,738	10.0
Trade	2,721	10.9	4,859	13.0
Finance	331	1.3	748	-
Business	3,698	14.7	7,139	19.1
Public Administration	726	2.9	1,905	5.1
Other	643	2.6	748	2.0
TOTAL	25,050	100.0	37,377	100.0

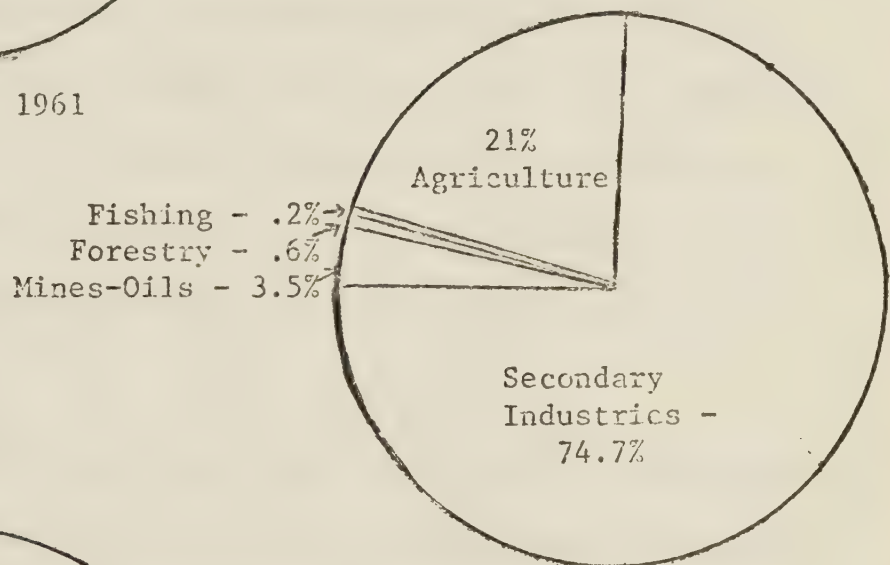
*Statistics taken from page 13 of the B-15 Plan, op. cit.

FIGURE 3

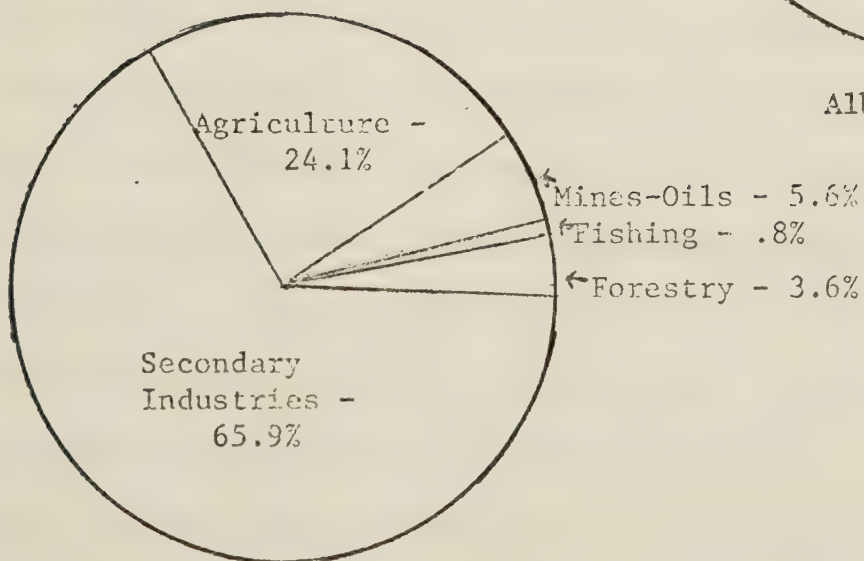
PERCENTAGE OF EMPLOYMENT BY INDUSTRIES IN C.D. 15 AND
IN ALBERTA IN 1961 AND A PROJECTION FOR C.D. 15 IN 1981



C.D. 15 in 1961



Alberta in 1961



C.D. 15 in 1981

in 1966. Similarly, trade and service statistics showed improvements relative both to Alberta and to previous years in Census Division 15.

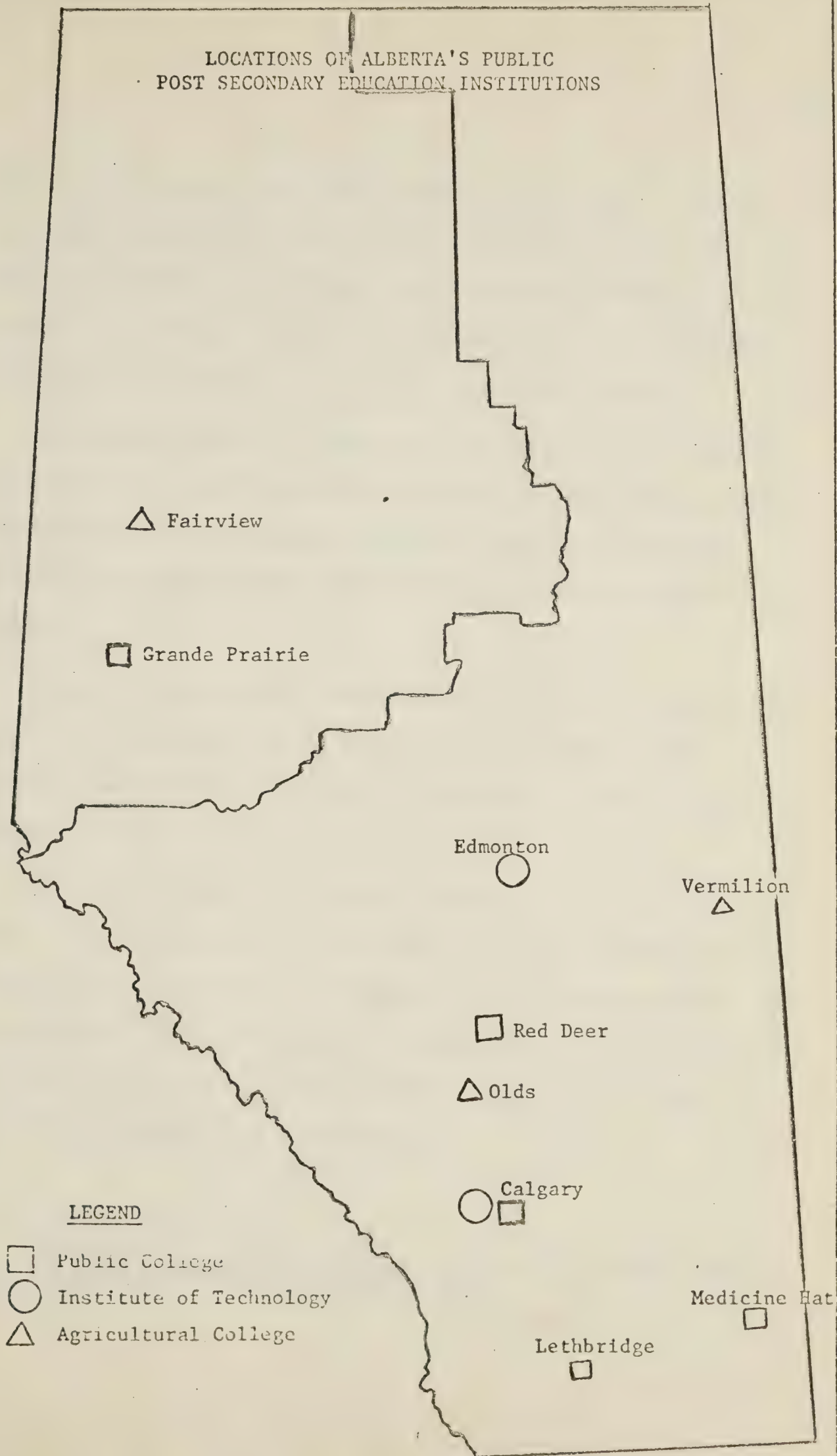
Post-Secondary Education

There are presently ten public post-secondary educational institutions in Alberta in addition to the Universities. The map in Figure 4 depicts the locations of these institutions. The public colleges are situated at Grande Prairie, Red Deer, Calgary, Lethbridge and Medicine Hat. The agricultural and vocational colleges are located at Fairview, Vermilion, and Olds. Calgary and Edmonton each has an institute of technology. The distribution of these institutions throughout the Province has provided relatively easy access to students wishing to pursue some form of post-secondary studies.

A recent survey⁶⁷ found that, with the exception of Medicine Hat, Grande Prairie, and Fairview, the public institutions are located in service areas where the rural population density is at least four to seven persons per square mile. The rural service areas of Medicine Hat, Grande Prairie, and Fairview varied from less than one person per square mile to four persons per square mile. However, if one examines the urban areas in which these three institutions are located, it must be noted that the population of Grande Prairie and Medicine Hat are well beyond the 10,000

⁶⁷N. Dant, Population 2 - Trends, Provincial Planning Branch, Department of Municipal Affairs, Edmonton, 1967.

LOCATIONS OF ALBERTA'S PUBLIC
POST SECONDARY EDUCATION INSTITUTIONS



recommended by Hanson, while the population of Fairview in 1966 was 1,884 and the projected population for 1981 is still under 3,000.⁶⁸ This places the Fairview College in the unfortunate position of being situated in a service area where the combined rural and urban population density is lower than for any other college in Alberta.

Furthermore, towns of this size find it difficult to provide the services and social activities desired by college students today, and Fairview is no exception. It lacks a number of facilities desirable in a town in which several hundred college students are to reside.

To add to the problem, students from the western section of this region are attending the vocational school in Dawson Creek, British Columbia which has recently established an agricultural program.

These facts along with a general tendency for students to migrate to the large urban centers for their post-secondary education probably account for the persisting low enrolments at the Fairview College. The implications of these findings for the expansion or even the maintenance of programs in the Fairview Agricultural and Vocational College are discussed in Chapter IV of this report.

⁶⁸N. Dant, Population 1 - Trends. Edmonton, Provincial Planning Branch, Department of Municipal Affairs, 1967.

Another very important factor which must be considered is that the Grande Prairie College provides post-secondary education to the same general area (C.D. 15) in which the Fairview College is located. According to the recent policies adopted by the Alberta Colleges Commission, the public colleges are comprehensive two-year post-secondary institutions providing training and education for a wide range of interest, aptitudes, and types of intelligence. College curricula will include one or two year programs in a wide variety of areas including academic upgrading, community services, career programs, and university transfer.

Aims and Objectives of the Grande Prairie College⁶⁹

From the outset, the Board of the Grande Prairie College had in mind the establishment of an institution which would be developed as a "community college" in the sense normally described in the literature. Its prime function was to stress a community and service orientation, sensitive to the educational needs of the area as they could be identified.

Though the College opened in 1966 with a university transfer program, there was a strong definition of a direction which would lead to the development of a diversity of program offerings for students with a variety of educational backgrounds and aspirations.

⁶⁹ This is quoted directly from the Grande Prairie College Campus Plan Proposal submitted by the Board of Governors to the Alberta Colleges Commission in November, 1969.

The Board has proposed that the prime objective of the College should be to broaden the educational opportunities for post-secondary education for the residents of the area, having due regard to programs of general education, occupational and trade training, and a variety of educational experiences usually classified as "continuing education," in which short courses of a cultural and practical nature are prominent. In a secondary but very important position, the Board has considered that it is properly an aim of the College to improve the quality of life in the community it serves through inputs of an educational nature, and as a cultural center for the region through its own programs and in concert with other agencies.

The following subject areas represent the range of programs which might be eventually offered in Grande Prairie:

- Agricultural Technology
- Aviation Technology
- Biological Sciences
- Business Administration
- Chemical Technology
- Drafting Technology
- Electrical Technology
- Engineering Technology
- Fine Arts
- Food Services
- Forestry Technology
- Graphic Arts
- Health Sciences

Home Economics
Humanities
Industrial Technolgoy
Journalism
Metallurgical Technology
Nursing Education
Physical Education and Recreation
Physical Sciences
Secretarial Sciences
Social Sciences
Textile Technology

Detailed feasibility studies will be undertaken prior to submissions on specific new programs or spaces for such programs.

Conclusion. As the Grande Prairie College develops to the point where it performs the above-stated functions, it is conceivable that it will become the major post secondary educational institution of the North, providing numerous services to students, not only from the largest urban center in Northern Alberta, but to the entire rural area comprising Census Division 15.

CHAPTER IV

PROBLEMS, DISCUSSIONS, RECOMMENDATIONS

Statement and Analysis of Problems

The problem areas listed below have been identified by the Committee following consideration of (1) data provided in earlier chapters, (2) data found in more detail in other reports identified in the earlier chapters, and from (3) discussions with a variety of individuals and groups.

To varying degrees, these are problem areas of concern to all operating post-secondary institutions in the Province. Identification of these problems, and the conscious consideration of them, is necessary in all institutions. Because conditions change, decisions and practices which were valid at one point in time often become invalid later.

Eight major problems areas are identified and discussed below. It is recognized that they are not mutually exclusive. They are examined separately in order that each may be highlighted.

(1) Demography. As was indicated in Chapter III, seven of the ten public post-secondary institutions in the Province are located in service areas where the rural population density is between four and seven or more persons per square mile. The three exceptions are the Medicine Hat College, the Grande Prairie College, and the Fairview

Agricultural and Vocational College where the population density of the rural service area varies from less than one person per square mile to four persons per square mile. An examination of the urban areas in which these three institutions are located reveals that the populations of both Medicine Hat and Grande Prairie are well beyond the 10,000 recommended by Hanson for the sustenance of a college, while the population of Fairview in 1966 was only 1,884 and the projected population for 1981 is still under 3,000. This places the Fairview Agricultural and Vocational College in the unfortunate position of being located in a very sparsely populated service area and in a town having limited potential growth. This is one factor in the consistently low enrolments at the college, and changes within the College will not entirely solve this problem.

For possible attendance areas for Grande Prairie (south of the Peace River) and Fairview (north of the Peace River),⁷⁰ Hanson listed gross populations in 1966 of 49 and 32 thousands respectively. These he projected to 62 and 42 thousands respectively for 1981. Each of these figures was smaller than were the figures for any other area discussed by Hanson with the exception of Medicine Hat and Vermilion. The figures for Grande Prairie and Fairview combined in 1966 were smaller than comparative figures for Lethbridge,

⁷⁰For a more detailed description of these areas, see Hanson, pp. 18, 19.

Calgary, Red Deer, or Edmonton.⁷¹

Another problem results from an apparently lower ratio of completion of high school in the Peace River area than in any other college service area in the Province. As a percentage of grade one enrolment, the grade 12 enrolment was consistently lower in the north than in any other region in each of the years 1951, 1956, 1961, and 1967. In 1967, these percentages were as follows: Medicine Hat - 72, Calgary - 57, Lethbridge - 70, Red Deer - 76, Edmonton - 58, Vermilion - 76, Grande Prairie-Fairview - 36. Since high school completion rates are lower than in other regions, post-secondary participation rates also are likely to be lower.

Currently, the largest population center in the region is Grande Prairie. The second largest is Peace River. This will be the case also as projected for the future. Thus the Grande Prairie College will likely flourish more readily than Fairview College both because of population growth in and near the city and for other reasons to be found in subsequent sections.

(2) Aims and Objectives. A second problem, perhaps more closely associated directly with the Fairview College, is the institution's aims and objectives. The administration and faculty submitted two objectives: (a) to meet the educational needs of

⁷¹Ibid., p. 22.

the community in agriculture, academic education, business education, welding, and automotives; and (b) to attend to individual farmers' problems with advice regarding soils, crops, and livestock.

While both of these objectives are understandable and commendable, the first is restrictive in that it specifically identifies agriculture and three other programs - and academic education refers in large part to the high school component offered by the School Division under an agreement with Canada Manpower. The achievement of the second objective may well be a function of the field staff of the Department of Agriculture and, therefore, must be considered at best a shared function.

The post-secondary educational needs of youth are broader than what could be provided within the stated aims and objectives of the Fairview Agricultural and Vocational College. If a total post-secondary educational service is to be provided in the Peace River area without unnecessary duplication or unhealthy competition, then the programs and facilities of the institutions at Fairview and at Grande Prairie must be complementary. Complementarity will contribute to the viability of both institutions.

(3) Programs. It has already been stated that only a narrow range of post-secondary programs is available at the Fairview College. This, of course, is another major cause of low enrolment at the college. However, it must also be stressed that broadening programs for a limited clientele may create other serious problems.

One consequence of such program broadening, if gross enrolments are limited, is that enrolments per program diminish and unit costs increase proportionately.

McNary's study, which was presented in some detail in Chapter II, has several significant comments regarding the limited curriculum. First, he found that some of the graduates of the college went into occupations not related to their college background and training.⁷² This was also a finding in a study of graduates of the Olds College⁷³ and it may be applicable in Vermilion. Similar findings are noted by Garrow⁷⁴ in his report on agricultural colleges in Canada. Secondly, many respondents to McNary's questionnaire felt that the available programs were too limited, and that they should be expanded to include a variety of other career areas.

(4) Community Needs. The preceding section indicated that the programs at the Fairview Agricultural and Vocational College are not sufficiently broad to meet the needs of students in the area. A

⁷²This should not be considered as being unique to Agricultural and Vocational Colleges. This also occurs with graduates of other institutions. It raises the question of specific versus general education.

⁷³Charles Stewart Robertson, "Olds Agricultural and Vocational College: Enrolment Graduation and Employment Patterns." Unpublished Master of Education Thesis, University of Calgary, 1969.

⁷⁴P. Garrow, Agriculture Education in Canada. Calgary, University of Calgary, 1968.

similar situation exists with regard to the needs of the community. With the decreasing number of farms in Census Division 15, there is a corresponding decrease in the labor force required on farms. Thus, if the college continues to operate mainly practical agricultural courses, as the objectives suggest, it is obvious that it will serve an ever-decreasing proportion of the needs of the community and of industry.

Recent developments in the Peace River Region have led to a significant increase in manpower requirements in mining, petroleum production, manufacturing, and other secondary industries. The B-15 Plan discussed in Chapter III indicates that by 1981 more than 75 per cent of the labor force in Census Division 15 will be employed in fields other than agriculture. These statistics clearly indicate that, for the future, major demands for training and education will come from sections other than the agricultural sector.

In order to meet community requirements, which it is recognized have changed since some of the data were collected and reported in the B-15 and other studies, the overall philosophy of college operation may require expansion, and public and government attitude may require change. In any college, the cost of providing for desirable benefits may not be adequately accommodated by use of current methods of college financing. Perhaps a financial approach which considers only the student count is inadequate. Thus procedures which are applicable in the financing of well-established institutions such as

universities must be replaced or supplemented by others.

At this time, the investment in students who are not bound for university should, perhaps, be significantly greater than in those students who have the desire and the aptitude for higher academic education.

For a variety of reasons, Census Division 15 may be considered underdeveloped. Therefore, it may be advisable for the government to provide a high level of subsidy now, in the hope of securing lasting benefit for the individual and the community.

(5) Enrolments. A serious problem in the Fairview College, in relation to the space and staff available, is its inability to attract large numbers of full-time students. At any given point in time in the last five years, the total full-time enrolment has remained far below 200 students, with some of the enrolment being in very short courses. Not once in the same span of time have the enrolments in the spring and fall sessions reached 150 students. Only about 40 of the full-time students are registered in the diploma program in agriculture.

Two reasons for the consistently low enrolments have been discussed in the preceding sections. The first of these is that the college is located in a very sparsely populated service area. The second is that only a limited range of programs is available at the college. Thus many students desiring other programs leave to

attend other post-secondary institutions. There are at least two other possible explanations. First, a number of students from the western section of the service area may attend the vocational school in Dawson Creek. Secondly, there is a trend for young people from rural areas to migrate to the large urban centers where the educational opportunities are broader, and where a greater range of cultural, athletic and other facilities are provided.

Neither will the Grande Prairie College attract all eligible students from the service area. Some high school graduates will continue to register in Edmonton or in some other college or university centre. It is probable, however, that students will continue to prefer the growing city of Grande Prairie to the small town of Fairview. Furthermore, Grande Prairie also has a larger rural population base.

There is potential for a broad range of programs in Grande Prairie. Unless courses of high interest and quality can be included in the offerings at the Fairview Agricultural and Vocational College, the outlook for that college is less optimistic.

(6) Finance and Facilities. Two major economic considerations in operating an educational institution are per student capital investment and per student operating cost. Economies in both are likely to be achieved in institutions with large enrolments. Thus

if both Grande Prairie and Fairview Colleges continue to operate as post-secondary institutions, both will be relatively small and unit capital and operational costs in both will continue to be high.

Because the budget of the Fairview College includes residence and farm operational costs without discounting these costs with accrued revenues, the Committee was unable to establish a well-defined student unit operational cost. This must remain a topic for further study. However, the Committee noted that Fairview could not likely be fiscally viable under the grant structure to public colleges effective during 1969. Grande Prairie also experienced some difficulty with its operating budget under this grant schedule.

Thus both colleges, if both are to survive, must be considered special cases, and it may be necessary to grant them more than average support. This could be achieved on a budget approval basis as is currently the approach to financing all Agricultural and Vocational Colleges and Institutes of Technology.

As was indicated in Chapter II, construction cost projections for the Fairview College for the period 1968-78 total somewhere between 8 and 9 million dollars. This plan was based on a projected maximum enrolment of 500 students. However, the last five years have witnessed only a very slight increase in the enrolment which remains below 200 students. Furthermore, as is indicated in Appendix G, the present instructional facilities could well accommodate 250 - 300

students. Thus, unless there is some change in institutional character resulting in substantial enrolment increases, it will be difficult to justify either further expansion or replacement of instructional facilities at Fairview.

(7) Governance. Like other provincially-owned institutions, Fairview College is administered directly by a government department. This is not the case with the College in Grande Prairie. The relative merits of these two forms will not be discussed here. However, it must be recognized that as long as the two institutions are administered by separate authorities, coordination can occur only following mutual consent or following decision and action by an authority external to the college board and to the Department of Agriculture.

Third party coordinating activity can be exercised only by Cabinet at this time. The Fairview College could, however, be brought either partly or fully into the college system according to the provisions found in sections 19 and 20 of The Colleges Act, thus delegating coordinating authority to the Alberta Colleges Commission.

Currently government policy allows no change in governmental form for either the Grande Prairie or Fairview College. Cabinet, in spring 1968, stated that provincially-owned institutions will continue to be administered directly by their respective departments. Recently proclaimed public college legislation is not likely to be changed substantially in the near future.

As already indicated, effective coordination of the operation of two colleges may thus be impeded. Further, some choices for change in Fairview cannot be accommodated without a change in policy regarding the governance of this institution.

(8) Relationship of Fairview and Grande Prairie. This problem area has been discussed in several earlier sections. It is listed again here in order that its main features can be highlighted.

As in other parts of the province, institutional location is an important feature. The Grande Prairie College is located in a larger population center. This will give it some advantage over the Fairview Agricultural and Vocational College. However, unless there is substantial population growth and increased student retention at the secondary and post-secondary levels, neither college is likely to reach optimum enrolments. Thus neither may be able to achieve a high degree of operational efficiency.

The Grande Prairie College is likely to hold another advantage, namely program scope. The breadth of program choice will attract more students to Grande Prairie. Even if program expansion in Grande Prairie were limited to non-technologies, the resultant advantage to Fairview would be discounted somewhat because some Grande Prairie students would probably elect to study the technologies in Edmonton rather than in Fairview.

Without program change in Fairview, the agricultural program enrolment is not likely to increase significantly.

The construction of a new college campus, including student residences, in Grande Prairie will provide further advantage to this college.

One additional advantage held by the Grande Prairie College results from its governmental form. The decentralization enables local citizens to participate in decision making. The results should be greater operational flexibility and higher levels of identification with and commitment to the institution.

On the other hand, the Fairview College holds some advantages over Grande Prairie. These include a longer history of operation, a permanent campus with a number of new and attractive buildings, a large site including the farm, joint-use facilities with other branches of the Department of Agriculture, commitment for further capital on-site development, attractive student residences, and a budget approval system of operating budget support. Residential facilities and the College's location in the Peace River Region give it further advantages insofar as short courses are concerned.

The members of the Committee are convinced that the decisions taken to date regarding the Grande Prairie College are defensible and that this college will thrive and grow. They are less optimistic about the Fairview College even if its character were changed. They see duplication in both colleges as undesirable. Further they see concessions made at the post-secondary level by Grande Prairie to

Fairview as only marginally beneficial to Fairview, and not necessarily of substantial benefit to students in the region.

Finally, as long as these two institutions are directly administered by separate authorities, it will be difficult to coordinate their respective activities.

Some General Questions

During their study of the Fairview - Grande Prairie College relationships, Committee members noted a number of questions which apply to the Province as a whole. These are presented below without discussion:

- (a) Does the concept of agricultural colleges continue to be viable in Alberta?
 - i) Is the idea of segregating students in agricultural programs in special institutions desirable and defensible?
 - ii) Should all agricultural colleges expand program offerings to better accommodate the needs of youth and of adults in the regions where the colleges are located?
 - iii) Should all agricultural colleges become part of the public college system as soon as possible?
- (b) Can development in the post-secondary institutions be adequately coordinated when there are several more or less discrete governing authorities directing their affairs?

The Future of Fairview Agricultural and Vocational College

The requirement of the second objective of this study, that is complementarity between the colleges at Fairview and Grande Prairie, assumes the continued existence of both. It has been suggested that coordination of offerings be achieved in a variety of ways: agreement between the two college authorities, regulation by the Alberta Colleges Commission, and regulation by Cabinet. Under existing legislation, the first and last of these three procedures are possible.

The discussion in other sections suggests that complementarity can be achieved with some desirable and some undesirable consequences for both institutions. Furthermore, some decisions which may benefit organizational maintenance will not necessarily provide improved student service.

The Grande Prairie College is in a new and flexible stage of development. The possibilities for exploration should not be hampered unduly by considerations of consequences for another organization. Rather, development should be considered in terms of the students' needs. Unfortunately, decisions taken regarding the future of one college will have definite consequences for the other college.

At this point, the Committee considers that complementarity is desirable provided that the main consideration is student rather than institutional welfare. Further, the Committee suggests that the question of complementarity will require continuing attention.

The requirement of the first objective of the report is to present guidelines for the future of the Fairview College.

Optional Courses of Action for Fairview College

Nine courses of action are presented and briefly discussed below:

(1) The College can continue to operate as an agricultural and vocational college.

The major consequences of this choice likely will be:

(a) success in providing for the needs of only a small proportion of students in the region, and

(b) continued low enrolment, under-utilization of resources and high unit costs.

(2) The College can continue to provide present services but in addition offer agriculturally oriented high school programs and provide up-grading for farmers through frequent and diversified short courses.

Some consequences of this choice would likely be:

(a) provision for the needs of only a portion of the interested public, and

(b) involvement with the Department of Education in regard to high school programs.

(3) The College might be converted to the Fairview Campus of the Northern Alberta Institute of Technology. This choice would require further consideration of the Departments of Agriculture and of Education.

Some consequences of this choice might be:

(a) broadening of college programs and thus improved service to students,

(b) improvement in the status of the college and of college programs,

(c) conversion of the college without change in governance other than from one government department to another,

(d) assistance to the college from the senior institution and from the field service section of the Technical and Vocational Branch of the Department of Education, and

(e) continued governance and control by a central authority.

(4) The College might become the Fairview Campus of a complex of which the other campus would be Grande Prairie. This choice would require the further consideration of the Department of Agriculture, the Grande Prairie College Board, the Colleges Commission, and the Lieutenant-Governor in Council.

Some consequences of this choice might be:

(a) a two campus college under a regional college board,

(b) avoidance of two discrete authorities competing with each other,

(c) some broadening of programs and services at Fairview,

(d) authority for program coordination between two campuses decided by the Board, and

(e) a lack of adequate funds, under 1969 grant schedules to public colleges, to support the operating expenditures of the complex.

(5) The College might be converted to public college status.

This conversion would require the consideration of both the Department of Agriculture and the Colleges Commission prior to government action.

Consequences would be similar to those following (4) above, except that now there would be two separate governing authorities in the region, one for each center, and some coordination would have to be provided by the central authority, the Colleges Commission.

(6) The College might be converted into a regional comprehensive high school providing both academic and vocational programs to students from a large area. This choice would require the further consideration of the Departments of Agriculture and of Education, and of local school authorities.

Some consequences of this choice are:

(a) the expansion of student opportunity at the high school level, and identified need in the region,

- (b) local governance provided by a regional board,
- (c) general improvement of high school service to the residents in the immediate vicinity, and
- (d) change from post-secondary to secondary status for the institution,

(7) The College could be granted to the Fairview School Division for uses to be determined by that authority. This choice would require further consideration by the Department of Agriculture and the Divisional Board.

The consequences of this choice would be similar to those following (6) above, except that the commitment and resources of only one school authority would be obtained.

(8) The College might discontinue its full-time day educational programs. The facilities could be used for other purposes, for example, government offices, laboratories, et cetera. This decision would require consideration only of the Provincial Government.

The consequence of this choice would be:

- (a) discontinuance of this educational service in this location,
- (b) conversion of an educational facility to other uses, such as research and public works.

(9) The College could be abandoned. This choice requires the consideration of Government.

The consequences of this choice would include:

(a) abandonment of a major capital facility (the college has been closed for some periods in the past), and

(b) elimination of all educational services at this level in Fairview.

Recommendations

(1) The Committee recommends that of the nine choices the following be given consideration by Government:

(a) Retention of post-secondary status for the Fairview Agricultural and Vocational College, and

i) conversion of the college into one center in a multi-campus public college complex for the Peace River Area with Grande Prairie being the other center, or

ii) maintenance of the present status but with expanded high school programs to complement programs in existing high schools in the region, and with additional programs transferable to the Northern Alberta Institute of Technology, or

iii) conversion of the Fairview Agricultural and Vocational College to the Fairview Campus of the Northern Alberta Institute of Technology.

(b) Conversion of the Fairview Agricultural and Vocational College to a regional comprehensive high school.

(c) Conversion of the facilities to other than direct educational uses.

THE COMMITTEE'S SPECIFIC RECOMMENDATION IS THAT THE FAIRVIEW AGRICULTURAL AND VOCATIONAL COLLEGE BE RETAINED AS A POST-SECONDARY EDUCATIONAL INSTITUTION, AND THAT IT BECOME ONE CENTER IN A MULTI-CAMPUS PUBLIC COLLEGE FOR THE PEACE RIVER REGION.

Coordination of both program and capital development for the total area should be improved under this arrangement, and program offerings could readily be broadened. In general, this choice would offer the widest possible scope of opportunity for change for the Fairview College.

(2) The Committee further recommends:

(a) That an early decision be made in regard to the future of the Fairview Agricultural and Vocational College. This will greatly aid the planning processes for both the Fairview College and the Grande Prairie College.

(b) That if the Fairview College is to continue to offer educational services, consideration be given to providing on-site assistance to the staff in all aspects of operation.

Such assistance may be provided by a number of authorities, the choice depending, in part at least, on the decision regarding the future of the college.

(c) That in view of the under-utilization of the facilities at Fairview, any further capital expansion of the Fairview College be delayed until increased enrolments warrant such expansion.

(d) That if it be decided that the Fairview College is to change its character, all individuals and authorities affected by such a decision be contacted and that they be requested to participate and assist in the conversion in as many ways as possible.

(e) That in the future, some consideration be given to examining the services provided in the total Peace River Region - the British Columbia section as well as the area in Alberta.

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A P P E N D I X

APPENDIX A

Copy for Dr. H. Kolesar

ITEM 187



MEMORANDUM

FROM: Minister of Education.

OUR FILE NO.:

YOUR FILE NO.:

TO: Honourable H. A. Ruste,
Minister of Agriculture.

DATE: June 4, 1969.

Re: Grande Prairie Junior College and the
Fairview Agricultural & Vocational College

Pursuant to the request contained in your memorandum of May 26th, I have directed Dr. H. Kolesar, Chairman of the Provincial Board of Post-Secondary Education, to establish a committee with representation from the Department of Agriculture and the Board of Post-Secondary Education to prepare a preliminary report regarding the above for submission to me by mid-September.

I concur with your suggestion that it is appropriate at this time to draw up more clear-cut guidelines for the future of the College at Fairview and having due regard to the Grande Prairie Junior College.

Your cooperation with and assistance to Dr. Kolesar and his staff by providing access to the college and its records, and to information in the files in the Department regarding this College will facilitate the preparation of a preliminary report by the date suggested.

I would expect the Department of Agriculture to name a representative and to advise Dr. Kolesar at the earliest possible date.

A handwritten signature, likely of the Minister of Education, written in dark ink over a horizontal line.

APPENDIX B

ITEM 18



MEMORANDUM

OUR FILE NO.:

FROM: The Honourable R. C. Clark
Minister of Education

YOUR FILE NO.:

TO: Dr. H. Kolesar, Chairman
Board of Post-Secondary Education.

DATE: June 5, 1969

Re: Grande Prairie Junior College and the
Fairview Agricultural and Vocational College

You will note that in the attached memorandum the Minister of Agriculture has recommended that a small working committee of at least three persons, at least one of whom should be from the Department of Agriculture, make an assessment of the existing post-secondary services in the Peace River area with a view to:

- (a) providing clear-cut guidelines for the future of the Agricultural and Vocational College at Fairview; and
- (b) providing for complementarity between the colleges at Fairview and Grande Prairie with the objective being maximum service to the area.

You may expect to receive from the Department of Agriculture the name of their representative.

Will you and your staff please conduct whatever investigations may be necessary to provide data for a preliminary report to me prior to mid-September.

I am forwarding a copy of this memorandum to the Minister of Agriculture and to the members of his staff with a request that they assist you by providing access to the College and to information in their files about the College.

A handwritten signature in dark ink, appearing to read "R. C. Clark".
R. C. Clark
Minister of Education

cc. Dr. T.C. Byrne

APPENDIX C

ITEM 18



MEMORANDUM

OUR FILE NO.:

FROM: W. J. Collin
Coordinator of Agricultural Education

YOUR FILE NO.:

TO: Dr. R. G. Fast
College Commission
Department of Education
Administration Building
EDMONTON, Alberta

DATE: September 29, 1969

RE: Study of Fairview College
Study Committee report No. 2 -- Part II

I read with interest the above noted report. It would appear to contain a good outline of the conditions relative to post-secondary education and the Fairview College as they exist in the Peace River Block at present. It is evident from this data that certainly the Peace River Block is different from the rest of Alberta as far as education is concerned. As you note "the statistics presented . . . appear to have a number of general implications . . .". I would take the liberty at this time to comment on one or two of the implications you state on Page 13.

First, I must say I cannot agree completely with Implication #1. I note from the statistics on Page 11 that in 1961 there were 10,325 persons employed in agriculture and that by 1981 it is expected there will be 9,000 persons employed in agriculture in the Peace River Block. Granted this is a decrease in the number of persons employed in agriculture, but I submit it is still an important part of the population and labor force in the region.

We have all witnessed the problems that have beset agriculture during the past two or three years (yes, even the past two or three decades) and their tremendous impact on all of the people of the province and nation. It is, and always has been our premises (and I think this can be easily substantiated) that the need for education in agriculture is as great, if not greater, than the need for education in any other industry.

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Certainly it must be our position that the return to investment in education is as great as the return to investment in any other contributing factor to the welfare of the people. As a result, we believe the return to investment in agricultural education is as great as the return to investment in education for any other primary industry. It would seem, therefore, that if we want to solve the agricultural dilemma, and surely we must since it is one of our vital industries, then we must invest more in the education of all agricultural people.

By education of agricultural people I do not mean just the education of the persons who will be leaving the farm, but also the education of farmers. I would suggest, therefore, that the first implication of the information included in this report is that there is a tremendous need for education in all segments of the agricultural industry in the Peace River Block. It therefore behooves the government (those responsible for education in the province) to design programs that will meet the needs of the people of the Peace River Block and to inform these people of the existence and value of the educational programs available.

I would note that to some extent you have indicated some concern for agricultural education in Implication #2. However, again I must say one of the biggest needs in the Peace River Block is to educate the farmer. Now as you well know, we in the College believe that every farmer should have the equivalent of technician certification in production agriculture. I might add that Mr. Paul Babey in a speech last year indicated that this is the thinking of some of the people in the F.U.A. also.

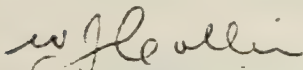
If we consider the normal replacement period of workers in any industry as 30-40 years, then we should be graduating at least 250 technicians in production agriculture each year. To this end we have designed programs at our Colleges that will provide the level and type of training we think is required in farming today. We recognize, however, that the length and scheduling of programs may not be the best possible for the people of the region. I think, therefore, two things are needed: (a) A study to determine how the Colleges could best serve the needs of the agricultural people of the Peace River Block. (b) Extensive publicity of educational programs available in the Peace River Block. It should be noted here that we in the Colleges welcome suggestions from all concerned and are willing to work with any group that wishes an educational program at any time, length, or level.

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Secondly, I would like to observe that it is my understanding that few, if any, agricultural people in the Peace River Block would avail themselves of agricultural education at any level if they had to travel outside of the Peace River Block to obtain it. In other words, I disagree also with Implication #3. The enrollment of students in N.A.I.T. during the last year or two would tend to substantiate this observation. As a result, I believe it is vital that we continue to offer agricultural education at the college level within the Peace River Block. I am not suggesting, however, that the Fairview College should not offer other educational programs as well. As can be noted from the statistics included in the report, there are a number of emerging occupations that will require college trained personnel. At the earliest possible convenience we hope to involve appropriate representatives of the industries concerned in setting up suitable programs.

I trust these observations will be of use to you in further planning as it is related to education in the Peace River Block.


W. J. Collin

WJC/pep

cc: J. E. Hawker

APPENDIX D

ITEM 187



MEMORANDUM

OUR FILE NO.:

FROM: J.E. Hawker, Director
Agricultural & Vocational Colleges

YOUR FILE NO.:

TO: Dr. R.G. Fast, Executive Assistant
Alberta Colleges Commission
Department of Education

DATE: September 30, 1969

Re: Study Committee Reports No. 1 and 2 on the
Fairview College

I read with interest the section "Implications for Post-Secondary Education" on Page 13 of your report. I would comment as follows.

1. While I accept the projection between 1961 and 1981 for C.D. 15 indicating a reduction in the number employed in Agriculture from 10,325 to 9,000, I would point out that this still represents approximately 25% of the labor force. While the number of farms undoubtedly will decrease, it is equally true that the people managing the remaining farms will have to be very well versed indeed in the handling of their respective units. With the number of farms and people employed envisaged, I would say there is a definite need for training approximately 200 farmers a year to even maintain production at its present level. This is more than we could presently handle at the Fairview College.
2. The implications of major emphasis on mechanization, chemical and biological technologies and agricultural economics with an emphasis on marketing was envisaged by us some years ago and, in fact, implemented in the new college program set up in 1962. In his report Mr. P. Garrow very largely ignored this development. Had he taken time to study our program in any detail he would have been describing a fait accompli rather than an implication.

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Dr. FastSept. 30/69

3. Not because of any decline in required agricultural personnel but because of other needs within the community, certainly we have supported for a number of years the idea that the Agricultural and Vocational College at Fairview should operate in programs outside the field of Agriculture. Specifically we have been offering secretarial courses for a number of years plus courses in Welding and Automotive Mechanics for the Apprenticeship Board. More recently we have been offering programs in academic up-grading.

I trust these observations will be of interest to you.



DIRECTOR

JEH:bp

APPENDIX E

ITEM 187



MEMORANDUM

DEPARTMENT OF AGRICULTURE

FROM: S.S. GRAHAM, Director,
Extension & Colleges Division.

OUR FILE NO.:

YOUR FILE NO.:

TO: Dr. M.R. Fenske,
Executive Assistant,
Board of Post-Secondary Education.
Department of Education.

DATE: Aug. 13, 1969.

Attached is a copy of a reply prepared by Mr. J.E. Hawker and staff to your memorandum dated June 25th with regard to the Fairview Agricultural and Vocational College.

If you require further information please write again.

DIRECTOR.

SSG:H

c.c. Dr. E.E. Ballantyne.



MEMORANDUM

OUR FILE NO.:

FROM: J.E. Hawker, Director
Agricultural & Vocational Colleges

YOUR FILE NO.:

TO: Mr. S.S. Graham, Director
Extension & Colleges Division

DATE: August 1, 1969

Re: Agricultural & Vocational College, Fairview -
A Report on Post-Secondary Educational Opportunities
and Prospects in the Peace River Area of Alberta

Replying to Dr. M.R. Fenske's memo of June 28th regarding the
above, we would comment as follows:

1. History and Current Status of the Fairview Agricultural
and Vocational College

(a) Origin:

The 200 (approx.) acre farm at the Fairview College was never a demonstration farm in the sense that the Federal Government operated demonstration farms at one time. We do a limited amount of demonstration as a by-product of the operation. The prime function of the college farm is to allow for some practical work by students in some courses, provide demonstration of methods, buildings and stock for farmers, and provide plant and animal classroom materials for laboratory work in connection with courses. It is first a college farm.

- 2 -

On July 14th, 1948, the late Hon. David A. Ure, Minister of Agriculture, recommended to the Alberta Legislature that Fairview be made the site of an agricultural college.

(b) Developments:

The College opened in the fall of 1951 as a "School of Agriculture and Home Economics. Major buildings included (i) 115 bed student residence, a small Library, Dining Room, Kitchen and Storeroom, Administration Offices, Lecture Rooms and Laboratories for Home Economics and some subjects in Agriculture; (ii) Mechanics Building including a Gymnasium, Farm Machinery Laboratory, Motors Laboratory, Metals (Welding) Lab., Farm Structures (Building) Lab. and two classrooms. (This entire structure was destroyed by fire in March 1958). (iii) Livestock Pavilion including a Judging Ring, Slaughter House, Classroom and Offices; (iv) Farm Buildings including a Hog Barn, Dairy Building, Beef Barn and Poultry House; (v) three staff residences. Initial student enrolment was 55 with a teaching staff of six instructors in agriculture and two in home economics.

Following the loss by fire of the Mechanics Building-Gymnasium complex in March 1958, the college remained closed until September, 1960 when it re-opened with a registration of 64. A tri-mester academic year of three twelve week sessions was introduced at that time and the teaching of

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Grade XII required subjects in co-operation with the local high school was arranged. A small Agricultural Mechanics Building (partially replacing the building lost by fire) was built in 1961-62. In May, 1963, the name "School of Agriculture and Home Economics" was changed to "Agricultural and Vocational College". A second small Mechanics Building and Gymnasium were constructed in 1964. Registration totalled 176 in the fall of 1965.

In 1966 three staff houses were constructed as well as a Farm Shop and Machine Shed.

Started in 1967 and completed in 1968 were a Farm Structures and Farm Machinery Laboratory, a fifty-bed Girls' Residence, the first phase of an Animal Science Complex (Laboratory), the first phase of a Plant Science Building, a Campus Maintenance Building - (as distinct from Farm) and a Central Heating Plant.

(c) Current Status:

Student enrollment has gone from an initial 55 in 1951 to 156 in the Winter Session 1969. In addition to regular students, a total of 8,936 persons participated in various meetings, short courses and conferences at the College in 1967-68 for a total of 50 person/day students. This figure represents equivalent students when 8,936 is divided by 180, the number of teaching days in a College year.

In 1952 four courses were offered, two in agriculture and two in home economics. In the fall of 1969, ten courses will be offered.

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With completion of first phase of many of the campus facilities in 1968, the college now stands ready to serve approximately 150 residential students plus 50 day students and an additional 25 to 40 evening class students. As the need arises, long-range plans allow for the orderly development of a 500 resident student college.

The Fairview College (together with the colleges at Vermilion and Olds) is established under the Alberta Agricultural and Vocational Colleges Act (previously the Agricultural Schools Act). The College does not come under the Alberta Colleges Commission at present but provision has been made for this possibility.

2. Organizational Participants, Structure and Policies

(a) Department of Agriculture

Overall responsibility for the policies and operation of the College is vested in the Minister of Agriculture. To advise the Minister in all matters pertaining to the College(s), a Board of Agricultural Education was established in 1913, of which the Minister of Agriculture is the chairman. The Board consists now of the Deputy Ministers of Agriculture and Education, the Director of the Extension and Colleges Division, the Director of the Colleges (Secretary), the Dean of Agriculture, University of Alberta, representatives from the Alberta Trustees Association; the Alberta Association of Municipal Districts, the Alberta Federation of Agriculture, the Alberta Farm Women's Institutes, the Farm Women's Union

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of Alberta, the three Agricultural College Alumni Associations and three Members-at-Large. College Principals are ex-officio members. The Board meets each fall and each spring.

The Principals and the Director meet once a month to discuss college problems. Recommendations go from the Director of Colleges to the Director of the Extension and Colleges Division and on to the Deputy Minister and/or Minister.

(b) College Level

Instructional staff members meet with the Principal usually once a week. Recommendations pass from the Principal to the Colleges Director. Student representatives attend staff meetings on an ad hoc basis. Members of the public attend only occasionally.

However, in curriculum matters, interested public is widely represented on some fourteen Course Advisory Committees of ten to fifteen members each. Through the office of the Co-ordinator of Agricultural Education, close contact is maintained between curricula and the objectives of the various courses as seen by the committee members.

In actual practice, since the Board of Agricultural Education meets only twice a year, effective operational control tends to pass directly from the College Principals and Director to the Divisional Director and Deputy Minister and/or Minister. Even at optimum or maximum size for each

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College it is anticipated that student and/or staff opinions and interests can be quickly and effectively assessed and acted upon.

3. Physical Resources

(a) Plant:

Bldg No.	Name	Lab. Area in Sq. Ft.	Classroom Area in Sq. Ft.	Office Area in Sq. Ft.	Bldg. Area in Sq. Ft.
A1	Mechanics Building	6600		177	7000
A2	Mechanics Building	4251	1665	368	13,672
A3	Mechanics Building	10,540	1165	184	13,250
A4	Classrooms		5482		
A5	Plant Science	5914	2967	922	17,180
A6	Animal Science	3085	2504		10,254
H1	Administration (Located in old dormitory bldg)			6340	
TOTALS		30,390	13,783	7991	

H1 - Boys Residence (Old)	34,573
Total Number of Bedrooms - 43	
Total Number of Beds - 86	
H1 - Library (located in old dormitory building)	648
H2 - Food Services (Kitchen and Dining only)	6937
Maximum dining room seating capacity is 250 students	
H9 - Girls Residence (new)	17,000
Total Number of Bedrooms - 25	
Total Number of Beds - 50	
R1 - Gymnasium Building	10,174

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(b) Equipment:

Major items are listed according to subject areas.

(i) Welding - Metals

- 18 Arc Welders - AC or AC/DC - complete with cables, holder and ground clamp.
 - 1 Semi-Automatic Wire Welder - complete with cables, holder and ground clamp.
 - 1 Complete acetylene and oxygen manifold system with 12 torch stations less pipe line.
 - 12 Oxy-acetylene welding outfits complete.
 - 1 Linde Heliarc Welder attachment with high frequency power box and argon flowmeter, torch, hoses and cable.
 - 1 Portable Spot Welder complete
 - 1 Eutalloy spray metal torch complete with hoses.
 - 1 Matthey midget pipe levelling machine.
 - 2 National plumbers fire pot complete with hose and propane regulators.
 - 1 Prestalite solder torch complete.
 - 2. Liquid air model 419 cutting torches complete with hose, regulators and cutting tips.
 - 2 Radiograph cutting machine complete with table, hoses and torch.
 - 1 Drill Press, pedestal model.
 - 1 Verticut power band saw.
 - 1 power hack saw, floor model.
 - 1 bench model power hacksaw.
 - 1 pedestal model grinder.
 - 2 sanders
 - 3 electric hand drills
 - 18 Arc Welding tables
 - 12 Gas Welding tables
 - 1 Complete Hossfield Iron Bender, floor model with standard dies.
 - 1 50-ton Air-Hydraulic "dake" press.
 - 1 Portable Air Compressor.
 - 1 Atlas 12" Lathe with attachments.
- Extensive assortment of appropriate attachments and small tools for use of above equipment.

(ii) Agric. Machinery Lab.

- 1 Compression Tester
- 1 Cylinder Gauge
- 1 Dwell Meter

- cont'd

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- 1 Speed Indicator
- 1 Growler Analyzer - Model 440
- 1 Timing Light
- 1 Coil and Condenser Tester
- 2 sets Retbreader Dies
- 1 Masonry Drill kit
- 1 Automat demonstration model building set
- 1 Wolf valve refacing machine
- 1 Sioux valve seat grinding set
- 1 bench model grinder
- 2 electric Hand Drills
- 1 Drill Press - floor model
- 1 A & W, Tri-test Dynamometer with guages and fittings
- 1 Surveyors transit
- 1 Portable Air Compressor
- 1 1-Ton electric joist
- 1 3/4-Ton I.H.C. truck
- 1 1/2-Ton Ford Truck
- 1 1-Ton Dodge Truck
- 1 Hydraulic Press - 12 Ton
- 1 Carter Commutator Lathe
- 1 Model 3000 M & W Dynamometer
- 1 Fort truck motor
- 1 G.M.C. motor "283"
- 1 Bacharach Fuel Injection Nozzle Tester complete with connector set
- 2 Arc welders
- 1 Lincoln Carbon-arc Torch
- 1 Cadco NH high pressure water detergent cleaning unit
- 1 Gas welding and cutting outfit complete
- 1 Webster spray painting outfit complete
- 1 Tractor Hydraulic Flow Meter complete.

} for lab. use

(iii) Surveying Lab.

- 6 10' survey scales
- 2 100' band chains on reels
- 5 Level and transit tripods
- 3 Transits
- 2 Levels

(iv) Drafting Lab.

- 25 Drafting sets
- 1 Chalkboard drafting machine
- Appropriate assortment of triangles, T-squares and the like.

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(v) Farm Buildings Lab.

- 1 Bench Grinder
- 2 Electric Hand Drills
- 1 Drill Press (floor model)
- 1 Jointer - 6"
- 1 Thickness Planer - 14"
- 1 Radial Arm Saw on steel stand
- 1 Band Saw 14", on portable caster stand
- 1 Scroll saw 24"
- k Skill saw, 6½" portable electric
- 3 Portable electric saws - 7¼"
- 1 Tilting Arbour Saw - 10" on steel stand
- 1 Jig Saw
- 1 Vibrator Sander
- 1 Belt and Disc Sander
- 1 Belt Sander
- 1 Router
- 1 Shaper
- 1 Wood Lathe - 12" with wood turning tools
- 8 Wood working benches with 2 vices per bench
- 3 Metal work benches with 2 vices per bench
- 4 Portable Reversible chalk boards
- 12-15 each - handsaws, wood planes, squares, marking
guages, steel rules, chisels, hammers and other appropriate equipment.

(vi) Horticulture and Botany Labs.

- 14 Microscopes (Micro Master Model MM 121 or 108)
- 1 Barnstead Electric Water Still

(vii) Animal Husbandry - Butchering Lab.

- 1 Cooler Unit
- 2 Chain Hoists
- 1 Livestock Scale

(viii) Animal Science Lab.

Appropriate equipment for all livestock husbandry practices including dehorning, vaccinating, hoof trimming, castrating, branding, tattooing, etc.

- 1 Electric equipment sterilizer
- 1 Automatic beef knocking pen

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(ix) Field Crops Lab.

- 1 15 cu. ft. upright deep freeze
- 3 Moisture meters for grain and forage
- 1 Barley pearler
- 1 Grain cleaner and tester

(x) Soils & Plant Science Labs.

Appropriate glassware, bunsen burners, ring stands, and the like.

- 2 Soil dispersion mixers and attachments
- 1 PH Meter
- 1 Drying oven
- 1 1½ gal. capacity water still
- Soil sieves, soil sampler
- 1 Microscope (oil immersion)
- 1 Bioscope
- 1 Pressure Plate Extractor (Soil Moisture)
- 1 PM compressor (115V-60 cycle)
- 2 Direct reading balances
- 10 1000 ml and 250 ml sedimentation cylinders

(xi) Gymnasium

1 each Parallel bars, excercycle, springboard, exercise bench, barbells, electric scoreboard. Assortment of basketball, badminton, floor hockey, and other sports equipment.

(xii) Business Education Classroom Equipment

- 38 Manual typewriters
- 1 Underwood electric
- 1 I.B.M. Selectric
- 1 Tape Recorder
- 1 Transcriber - Phillips 84581
- 2 Remington printing calculators
- 1 Adding Machine
- 1 Verifax Photo copier
- 1 Roneo duplicator
- Appropriate records and tapes for teaching shorthand.

All offices, laboratories and classrooms are appropriately furnished with tablet armchairs or tables and chairs, chalkboards, bulletin boards, file cabinets, and the like.

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A complete inventory is available from the Director's office.

The grounds and plantings on the college campus are cared for by college employees. As a result, the college has an appropriate assortment of lawn and grounds equipment.

(c) The total farm at the Fairview College comprises 320 acres, 250 acres of which are actually available for farm production. As of March 31, 1969 livestock totalled 90 head of cattle (excluding calves), 265 head sheep (excluding lambs) and 26 head of hogs.

4. Financial

(a) Operational Budget

(i) The budget for the operation of the total college originates at the College. The budget is prepared by the Principal and his staff and is submitted by the Principal to the Director of the Agricultural & Vocational Colleges and to the Division Director.

(ii) Approval of the budget is ultimately made in turn by the Deputy and the Minister of Agriculture and by the Treasury Department.

(iii) Monies approved in the budget are allocated for specific purposes, i.e. each item in the budget is designated for a specific purpose according to expenditure codes, and must be used for the purpose stipulated. The Accounts Branch of the Dept. of Agriculture and the Data Processing section of the Audit Department control

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the expenditure as authorized by the Agricultural Colleges Branch Head (Director of the Agricultural & Vocational Colleges).

(iv) As indicated above, monies approved in the budget are allocated for specific purposes according to expenditure codes. Thus the College makes use of the principles and methods of program budgeting.

(b) Capital Budget:

(i) A (6 phase) long range capital plan (master plan for development) for the Fairview College was completed in 1965-66. This plan was based on a projected maximum enrollment of 500 students (1/3 female - 2/3 male) and the curriculum of the College in 1964-65. Due to changing circumstances and conditions, and the availability of money for development, the actual development during the past five years does not closely parallel the proposed development. As noted above however, construction is phased to keep step with the increasing enrollment. Also, as a result of the dynamic state of technical-vocational education (particularly in the Peace River Block) the building priorities, according to the master plan have changed. Nevertheless, a considerable amount of construction has taken place during the past five years and more is

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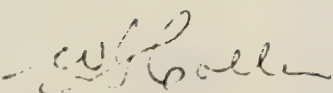
planned during the next ten years. Construction cost projections for the period 1968-78 total slightly over \$8,000,000.00.

(ii) As noted above, due to many factors, the actual development has not closely paralleled the proposed development in terms of specific buildings to be constructed, but has kept pace in terms of the total long range plan.

(iii) As indicated in (i) above, the ten year development plan for the college was revised in 1968 with projections to 1978. As a result, we are currently only in the second year of this ten-year plan and progressing favorably.

(c) Allocation of Funds:

(i) The total operational and capital budget of the Colleges is for instructional purposes. The College Farm is operated entirely for teaching purposes. No research is conducted by the Colleges.


J. E. H. DIRECTOR

JEH:bp

APPENDIX F

Supplied by Price
Queen's Printer 5¢
Edmonton



1968

CHAPTER 1

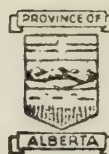
An Act to amend The Agricultural and Vocational Colleges Act

(Assented to April 25, 1968)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

- 1967, c. 3 **1.** *The Agricultural and Vocational Colleges Act* is hereby amended.
- Amends s. 3 **2.** Section 3 is struck out and the following section is substituted:
- Establishment of college **3.** The Lieutenant Governor in Council may establish an agricultural and vocational college
- (a) in connection with each of the farms owned by the Province for agricultural teaching purposes, and
- (b) at such other places within the Province as may be determined by the Lieutenant Governor in Council.
- Amends s. 7 **3.** Section 7, subsection (2) is amended
- (a) by striking out subclause (vi),
- (b) by adding the following clause after clause (a):
- (a1) one member representing all the agricultural and vocational colleges alumni associations, and
- Amends s. 16 **4.** Section 16 is amended by striking out the words "a diploma" and by substituting the words "a diploma, certificate or such other formal recognition as the Minister, in his discretion, may approve".
- Coming into force **5.** This Act comes into force on the day upon which it is assented to.

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Queen's Printer 10¢
Edmonton



1967

CHAPTER 3

An Act respecting Agricultural and Vocational Colleges

(Assented to March 30, 1967)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of Alberta, enacts as follows:

Short title

1. This Act may be cited as *The Agricultural and Vocational Colleges Act*.

**Interpre-
tation**

2. In this Act,

- (a) "agricultural and vocational college" means a college established pursuant to this Act for the purpose of teaching practical and scientific farming, household economy, domestic science and such other subjects as the Board prescribes;
- (b) "Board" means the Board of Agricultural and Vocational Education constituted pursuant to this Act;
- (c) "Director" means the Director of Agricultural and Vocational Colleges appointed pursuant to this Act;
- (d) "Minister" means the Minister of Agriculture.

**Establish-
ment of
colleges**

3. The Lieutenant Governor in Council may establish

- (a) an agricultural and vocational college in connection with each of the farms owned by the Province for agricultural teaching purposes, or
- (b) at such other places within Alberta as may be determined by the Lieutenant Governor in Council.

**Ministerial
respon-
sibility**

4. Except as otherwise provided in this Act, the Minister has charge of the government, conduct, management and control of agricultural and vocational colleges and of the property, revenues, business and affairs thereof.

Staff

5. Subject to *The Public Service Act, 1962* there may be appointed such teaching and other staff as is required for the operation of the agricultural and vocational colleges.

**Appoint-
ment and
dutes of
Director**

6. (1) Subject to *The Public Service Act, 1962*, there shall be appointed a Director of Agricultural and Vocational Colleges.

- (2) The Director shall
- (a) be responsible for the supervision and inspection of agricultural and vocational colleges and the manner in which the members of the staff perform their duties,
 - (b) be responsible for the co-ordination and unification of courses of study and services rendered by the colleges,
 - (c) report, from time to time, to the Deputy Minister of Agriculture respecting the conduct and administration of the colleges,
 - (d) act as the official secretary of the Board,
 - (e) evaluate the adequacy of facilities and equipment of colleges and make recommendations for additions, improvements or changes as are considered necessary to carry out the intent of this Act, and
 - (f) evaluate the adequacy of courses and staff complements and make recommendations for changes, special advisory committees and other matters as are considered necessary to carry out the recommendations of the Board as may be approved by the Minister.

Board
members

7. (1) There shall be a Board of Agricultural and Vocational Education consisting of

- (a) the Minister,
- (b) the Deputy Minister of Agriculture,
- (c) the Deputy Minister of Education,
- (d) the Dean of Agriculture of each university under *The Universities Act* having a faculty of agriculture,
- (e) the Director of the Division of Extension and Colleges, of the Department of Agriculture,

and nine other members appointed in accordance with subsection (2).

(2) The nine remaining members shall all be appointed by the Lieutenant Governor in Council and shall consist of

- (a) one representative from the governing body of each of the following organizations:
 - (i) The Alberta School Trustees Association;
 - (ii) The Alberta Association of Municipal Districts;
 - (iii) The Alberta Federation of Agriculture;
 - (iv) The Farm Women's Union of Alberta;
 - (v) Alberta Women's Institute;
 - (vi) Agricultural and Vocational Colleges Alumni Association;
- and
- (b) three members appointed at large.

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(3) Subject to section 8, all members of the Board hold office for two years.

(4) No person other than a Canadian citizen or a British subject resident in Alberta is eligible for appointment as a member of the Board.

Vacancy
on Board

8. (1) If a member of the Board after his appointment ceases to be a resident of Alberta or otherwise becomes incapable of performing his duties, his office is *ipso facto* vacated.

(2) A declaration that the office of a member of the Board has been vacated shall be entered in the minutes of the Board and the entry, when confirmed by the Lieutenant Governor in Council, shall be accepted as conclusive proof of the vacancy.

(3) Any interim vacancy in the Board may be filled forthwith by the Lieutenant Governor in Council, who shall appoint a person to hold office for the remainder of the term of office of the person ceasing to be a member.

(4) Notwithstanding any vacancy in the Board, as long as the Board consists of at least six members it is competent to exercise its powers.

Quorum

9. Until the Board otherwise provides five members of the Board constitute a quorum.

Board
chairman

10. (1) The Minister or such member of the Board as he appoints shall act as chairman of the Board.

(2) The Board may appoint one of its members to be vice-chairman, and whenever the chairman is for any reason unable to act or where there is a vacancy in the office of chairman, the vice-chairman is empowered to act for and shall act for the chairman.

(3) Whenever both the chairman and the vice-chairman are for any reason unable to act, or where there are vacancies in both the office of chairman and vice-chairman, the Board may appoint one of its members to act as chairman for the time being and thereupon the appointee is empowered to act for and shall act for the chairman.

(4) Where any act may be lawfully done by the chairman if it is done by

(a) a vice-chairman acting pursuant to subsection (2),
or

(b) an acting chairman acting pursuant to subsection (3),

such act shall, without proof of the necessity therefor, be deemed to have been lawfully done.

Board's
annual
meeting

11. The Board shall hold its regular annual meeting before the 30th day of June in each year at a time and place to

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AGRIC. & VOC. COLLEGES

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be fixed by the chairman, and the secretary of the Board shall give due notice of the meeting to each member.

Board's
special
meetings

12. Whenever the chairman considers it necessary or advisable he may call a special meeting of the Board and in every such case the secretary of the Board shall give due notice of the special meeting to each member.

Business at
meetings

13. (1) The Director shall submit to the regular annual meeting of the Board reports and recommendations respecting the conduct and administration of the agricultural and vocational colleges and upon any matters that have been referred to him by the Board or by the chairman.

(2) The principals of the agricultural and vocational colleges are entitled to attend the regular annual meeting of the Board and when notified they may also attend any special meeting of the Board.

(3) The chairman may from time to time appoint a committee of the Board to visit and inspect agricultural and vocational colleges and to make such inquiries respecting the conduct and administration of any particular college as the committee considers necessary and to report thereon at the next regular meeting of the Board.

Duties of
Board

14. The Board shall

- (a)** prepare a scheme of practical and scientific work to be done by students attending the agricultural and vocational colleges,
- (b)** prescribe the courses of study, and
- (c)** act as an advisory body to aid in the co-ordination of agricultural and vocational education as provided in public schools, high schools, agricultural and vocational colleges, universities and other institutions providing instruction in agriculture or vocational subjects.

Regulations

15. The Minister may, after considering the advice and recommendations of the Board, make regulations and administrative directions for the organization, classification, government and conduct of all agricultural and vocational colleges.

Diplomas

16. Every student who

- (a)** attends satisfactorily any full course of study prescribed by the Board,
- (b)** complies with the requirements of any related prescribed practical course, and
- (c)** passes the required examinations,

is entitled to receive a diploma.

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AGRIC. & VOC. COLLEGES

Chap. 3

Continu-
ation of
existing
Board, etc.

17. (1) Upon the commencement of this Act

- (a) the Board under the former Act continues as the Board under this Act,
- (b) the Superintendent of Agricultural Schools under the former Act becomes and continues as the Director of Agricultural and Vocational Colleges under this Act, and
- (c) all institutions established or developed as agricultural schools under the former Act shall be deemed to be agricultural and vocational colleges under this Act.

"former Act"

(2) In this section "former Act" means *The Agricultural Schools Act*.

Repeals
R.S.A. 1955,
c. 8

18. This Act repeals and replaces *The Agricultural Schools Act*.

Coming
into force

19. This Act comes into force on the day upon which it is assented to.

APPENDIX G
SPACE ASSESSMENT FOR
FAIRVIEW AGRICULTURAL AND VOCATIONAL COLLEGE

In assessing facilities of an institution, particularly a small institution, consideration must be given to the fact that certain basic areas must be provided, regardless of limited enrolments if certain programs are to be offered. Under these circumstances, the actual utilization of such facilities may be very low both in regard to hours of usage per week and number of students per period when the facilities are being used.

The Alberta Colleges Commission has approved guidelines for planning campus facilities in the public colleges of Alberta. The guidelines were not designed for Agricultural and Vocational Colleges and therefore some questions might arise regarding the use of the guidelines in assessing existing facilities at an Agricultural and Vocational College; nevertheless, the application of such guidelines will provide, in a general way, the potential student capacity of the existing facilities.

Existing Space at Fairview College

TABLE I
AVAILABLE SPACE AT
FAIRVIEW AGRICULTURAL AND VOCATIONAL COLLEGE

Bldg. No.	Name	Lab Area in sq. ft.	Food Ser- vices	Classroom Area in sq. ft.	Gym	Office Area Sq. Ft.	Lib- rary	Bldg. Area Sq. Ft.
A.1.	Mechanics	6,600	-	-	-	177	-	7,000
A.2.	Mechanics	4,470	-	1,660	-	370	-	6,500
A.3.	Mechanics	10,540	-	1,165	-	184	-	13,250
A.4.	Classrooms	-	-	5,480	-	-	-	-
A.5.	Plant Science	5,070	-	1,140	-	532	-	6,742*
A.6.	Animal Science	3,655	-	2,400	-	-	-	10,254*
R.1.	Gymnasium Bldg.	-	-	-	10,174	-	-	-
H.1.	Admin. Bldg.**	-	-	-	-	1,073	648	6,340
H.2.	Food Services	-	6,937	-	-	-	-	-
TOTAL		30,335	6,937	11,845	10,174	2,335	648	50,086

*Only the first phase of the building constructed.

**Located in old dormitory building.

In addition, there is a Boys' Residence in an older building which has accommodation for 86 students and a New Girls' Residence of 17,000 square feet which accommodates 50 students.

Classroom Space

The Alberta Colleges Commission guidelines for public colleges are as follows:

<u>Number of Student Stations</u>	<u>Number of Square Feet per Station</u>
10 - 19	21
20 - 29	17
30 - 39	15
40 - 49	14
50 - 74	13
75 - 99	12
100 -149	11
150 -	10

An increase in size, to the maximum extent of 40 per cent, will be permitted for classrooms and seminar rooms planned for use primarily as "work rooms" rather than "lecture rooms."

The recommended utilization for under 2,000 enrolment institutions is for 24 hours usage per week at an occupancy rate of 50 per cent.

In assessing the existing classroom facilities at Fairview Agricultural and Vocational College, it was assumed that groups would be small and that approximately 20 square feet would be required for each station and also that all areas would be considered as work areas requiring a 40 per cent increase in size. Applying the guidelines

reveals that the existing classroom space should be adequate to provide the following hours of classroom instruction per student per week at the indicated enrolment levels.

TABLE II
FAIRVIEW CLASSROOM CAPACITY IN INSTRUCTIONAL HOURS

<u>Enrolment</u>	<u>Hours/Week/Student</u>
500	10.1
450	11.3
400	12.7
350	14.5
300	16.9
250	20.3
200	25.4

Laboratory Space

The recommended space provisions for laboratory facilities for the public colleges vary from 30 square feet per station to 120 square feet per station. Most of the technologies are at the 70 - 90 square feet per station level. The recommended utilization level for institutions with under 2,000 enrolment is 18 hours per week at an occupancy rate of 65 per cent.

Assuming that 100 square feet per station is required at Agricultural and Vocational Colleges and applying the guidelines suggests that the existing laboratory space should be adequate to provide the following hours of laboratory instruction per week per student at the indicated enrolment levels.

TABLE III

FAIRVIEW LABORATORY CAPACITY IN INSTRUCTIONAL HOURS

<u>Enrolment</u>	<u>Hours/Week/Student</u>
500	7.1
450	7.9
400	8.9
350	10.1
300	11.8
250	14.2
200	17.7

Office Area

The guidelines for the public colleges suggest office space to the extent of 160 square feet for each full time instructional (teaching and administration) staff member in colleges enrolling fewer than 1,000 full time students. Assuming a staff/student ratio of 15 : 1 and 10 : 1 would suggest the following office areas should be available at the various levels of enrolments specified.

TABLE IV

ALLOWABLE AREA FOR OFFICE

Enrolment	Staff to Student Ratio	
	1 : 15	1 : 10
500	5,280 sq. ft.	8,000 sq. ft.
450	4,800 sq. ft.	7,200 sq. ft.
400	4,320 sq. ft.	6,400 sq. ft.
350	3,680 sq. ft.	5,000 sq. ft.
300	3,200 sq. ft.	4,800 sq. ft.
250	2,720 sq. ft.	4,000 sq. ft.
200	2,080 sq. ft.	3,200 sq. ft.

The office space available at the Fairview Agricultural and Vocational College is 2,335 square feet.

Gymnasium

The guidelines for the public colleges suggest 10 square feet per student with a minimum area for the gymnasium of 10,240 square feet. The gymnasium space available at Fairview Agricultural and Vocational College is 10,174 square feet.

Library

The library area for colleges enrolling 500 or fewer students is suggested as being approximately 4,000 square feet. The Fairview Agricultural and Vocational College has 648 square feet assigned as library space.

Food Services

The guidelines for the public colleges recommend that cafeteria and common room facilities for college be 12 square feet per student for one-third the recognized enrolment.

Fairview College has 6,937 square feet available. Since the enrolment is almost a completely "residence" enrolment, rather than the usual commuting and residence enrolment, it is difficult to apply the guidelines for the public colleges. The space available is probably suitable for a maximum of 350 to 400 residence students.

Other Areas

In general, there appears to be a lack of specialized areas for music, drama, art, and counselling. No doubt, under the limited enrolments, existing areas can be used for special purposes.

SUMMARY

With the exception of library facilities, which would have to be judged as totally inadequate, existing spaces in the Fairview College should be adequate for an enrolment of approximately 250 - 350 students.

APPENDIX H

FAIRVIEW AGRICULTURAL & VOCATIONAL COLLEGE

APPROVED AGRICULTURAL ESTIMATES 1967-68

Code No.

130	Advertising	300.00
145	Automobiles, Trucks & Mobile Equipment - Purchase	-
160-185	Automobiles, Trucks & Mobile Equipment - other than for travelling	7,750.00
	160 Gasoline & Diesel Fuel	2,350.00
	165 Insurance Premiums	300.00
	170 Parts for Repair & Labor	4,000.00
	175 Lubrication, etc. Service	450.00
	180 Tires, Tubes & Batteries	500.00
	185 Misc. Autos & Trucks	100.00
320	Fees and Commission	1,000.00
335	Freight, Express & Cartage	1,800.00
350	Furnishings, Equipment and Tools, Purchase of	2,300.00
365-370	Grants, Prizes, etc.	250.00
	365 Grants, payment of	250.00
465	Livestock	5,700.00
495-605	Materials & Supplies, Administrative, Operating & Instructional	81,590.00
	495 Bedding. purchase	570.00
	500 Books, purchase	5,000.00
	510 Cinema & Photographic	500.00
	520 Clothing, Staff	600.00
	525 Crockery & Cutlery	870.00
	526 Ear Tags, Leg Bands	100.00
	530 Animal, Poultry, etc. Feed	19,000.00
	535 Food Purchases	40,000.00
	540 Janitor & Cleaning	6,500.00
	545 Laboratory	600.00
	550 Linen & Towelling	650.00

	555 Maps & Plans	50.00	
	560 Newspapers & Periodicals	50.00	
	565 Pharmaceutical	1,300.00	
	570 Printing	1,000.00	
	575 Seed, etc. for Propagation	1,600.00	
	585 Sports & Recreation	450.00	
	590 Stationary	2,000.00	
	595 Surgical, Dental & Medical	100.00	
	603 Wrapping Supplies	550.00	
	605 Misc. Supplies Administrative	100.00	
610-650	Materials & Supplies, Construction Maintenance & Instructional		6,800.00
	625 Gas, Gasoline & Grease	1,200.00	
	630 Lumber, Wood Construction	800.00	
	631 Paint, Painting Supplies	200.00	
	635 Plumbing Fixtures, etc.	200.00	
	640 Small Tools	1,150.00	
	645 Structure Steel, etc.	3,200.00	
	650 Misc. Construction & Maintenance	50.00	
680	Miscellaneous Expenses		100.00
740	Postage		500.00
770-785	Rentals		1,700.00
	780 Private, other than trucks	1,700.00	
795	Repair & Maintenance of Furnishings, Equipment & Tools		2,000.00
800	Repair & Main. of Office Machines		800.00
805	Salaries		260,425.00
825	Telephone & Telegraph Charges		600.00
835	Transportation		700.00
845	Travelling Expenses of Non-Public Servants		100.00
860-915	Travelling Expenses of Public Servants		5,500.00
	890 Subsistence	2,400.00	
	895 Transportation, Air	400.00	
	900 Transportation, Bus & Taxi	150.00	
	905 Transportation Auto Mileage	2,600.00	

945	Unemployment Insurance	200.00
980	Wages	25,000.00

TOTAL ESTIMATE	405,115.00
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APPENDIX I

LIST OF MAJOR EQUIPMENT ITEMS

areas: Equipment. Major items are listed according to subject

(i) Welding - Metals

- 18 Arc Welders - AC or AC/DC - complete with cables, holder, and ground clamp.
- 1 Semi-Automatic Wire Welder - complete with cables, holder and ground clamp.
- 1 Complete acetylene and oxygen manifold system with 12 torch stations less pipe line.
- 12 Oxy-acetylene welding outfits complete.
- 1 Linde Heliarc Welder attachment with high frequency power box and argon flowmeter, torch, hoses and cable.
- 1 Portable Spot Welder complete.
- 1 Eutalloy spray metal torch complete with hoses.
- 1 Matthey midget pipe levelling machine.
- 2 National plumbers fire pot complete with hose and propane regulators.
- 1 Prestalite solder torch complete.
- 2 Liquid air model 419 cutting torches complete with hose, regulators and cutting tips.
- 2 Radiograph cutting machine complete with table, hoses and torch.
- 1 Drill Press, pedestal model.
- 1 Verticut power band saw.
- 1 Power hack saw, floor model.
- 1 Bench model power hacksaw.
- 1 Pedestal model grinder.
- 2 Sanders.
- 3 Electric hand drills.
- 18 Arc Welding tables.
- 12 Gas Welding tables.
- 1 Complete Hosfield Iron Bender, floor model with standard dies.

1 50-ton Air-Hydraulic "dake" press.

1 Portable Air Compressor.

1 Atlas 12" Lathe with attachments.

Extensive assortment of appropriate attachments and small tools for use of above equipment.

(ii) Agricultural Machinery Laboratory

1 Compression Tester.

1 Cylinder Guage.

1 Dwell Meter.

1 Speed Indicator.

1 Growler Analyzer - Model 440.

1 Timing Light.

1 Coil and Condenser Tester.

2 Sets Retbreader Dies.

1 Masonry Drill Kit.

1 Automat demonstration model building set.

1 Wolf valve refacing machine.

1 Sioux valve seat grinding set.

1 Bench model grinder.

2 Electric Hand Drills.

1 Drill Press - floor model.

1 A & W, Tri-test Dynamometer with guages and fittings.

1 Surveyors transit.

1 Portable Air Compressor.

1 1-Ton electric joist.

1 3/4-Ton I.H.C. Truck

1 1/2-Ton Ford Truck

1 1-Ton Dodge Truck

} for Lab. use.

1 Hydraulic Press - 12 ton.

1 Carter Commutator Lathe.

1 Model 3000 M & W Dynamometer.

1 Ford truck motor.

1 G.M.C. motor "283".

- 1 Bacharach Fuel Injection Nozzle Tester complete with connector set.
- 2 Arc welders.
- 1 Lincoln Carbon-arc Torch.
- 1 Cadco NH High Pressure water detergent cleaning unit.
- 1 Gas welding and cutting outfit complete.
- 1 Webster spray painting outfit complete.
- 1 Tractor hydraulic Flow Meter complete.

(iii) Surveying Laboratory

- 6 10' survey scales.
- 2 100' band chains on reels.
- 5 Level and transit tripods.
- 3 Transits.
- 2 Levels.

(iv) Drafting Laboratory

- 25 Drafting sets.
- 1 Chalkboard drafting machine.
- Appropriate assortment of triangles, T-squares and the like.

(v) Farm Building Laboratory

- 1 Bench Grinder.
- 2 Electric Hand Drills.
- 1 Drill Press (floor model).
- 1 Jointer - 6".
- 1 Thickness Planer - 14".
- 1 Radial Arm Saw on steel stand.
- 1 Band Saw 14" on portable caster stand.
- 1 Scroll Saw - 24".
- 1 Skill Saw - 6½", portable electric.
- 3 Portable Electric Saws - 7½".
- 1 Tilting Arbor Saw - 10", steel stand.

- 1 Jig Saw.
- 1 Vibrator Sander.
- 1 Belt and Disc Sander.
- 1 Belt Sander.
- 1 Router.
- 1 Shaper.
- 1 Wood Lathe - 12" with wood turning tools.
- 8 Wood working benches with 2 vices per bench.
- 3 Metal work benches with 2 vices per bench.
- 4 Portable Reversible chalk boards.
- 12-15 each - handsaws, wood planes, squares, marking guages,
steel rules, chisels, hammers and other appropriate
equipment.

(vi) Horticulture and Botany Laboratories

- 14 Microscopes (Micro Master Model MM 121 or 108).
- 1 Barnstead Electric Water Still.

(vii) Animal Husbandry - Butchering Laboratory

- 1 Cooler unit.
- 2 Chain Hoists.
- 1 Livestock Scale.

(viii) Animal Science Laboratory

Appropriate equipment for all livestock husbandry practices
including dehorning, vaccinating, hoof trimming,
castrating, branding, tattooing, etc.

- 1 Electric equipment sterilizer.
- 1 Automatic beef knocking pen.

(ix) Field Crops Laboratory

- 1 15 cu. ft. upright deep freeze.
- 3 Moisture meters for grain and forage
- 1 Barley pearler.
- 1 Grain cleaner and tester.

(x) Soils and Plant Science Laboratories

Appropriate glassware, bunsen burners, ring stands and the like.

2 Soil dispersion mixers and attachments.

1 PH Meter.

1 Drying oven.

1 1½ gal. capacity water still.

Soil sieves, soil sampler.

1 Microscope (oil immersion).

1 Bioscope.

1 Pressure Plate Extractor (Soil Moisture).

1 PM Compressor (115V-60 Cycle).

2 Direct Reading Balances.

10 1000 ml. and 250 ml. sedimentation cylinders.

(xi) Automotive Laboratory

1 Boring Bar - Van Norman

2 Wet pin hone machine c/w arbors from .425" to 3,200"
- Sunnen

1 Cylinder Hone - Sunnen

1 Hot dip tank - Ward - 400 lb. capacity

2 Cylinder gauges - Ames and Sunnen

1 Valve face grinder - Sioux

2 Valve seat grinder - Black and Decker - Thor.

1 Boy lift-air hoist 3,000 lbs.

1 Front end jack 3,000 lbs.

1 Floor hoist 10,000 lbs.

1 Post hoist (Twin Post) 3,000 lbs.

1 Overhead track and chain hoist ½ ton

1 Hydraulic press 17½ Ton O.T.C.

1 Arbor press 3 Ton Acme

1 Large assortment of pullers O.T.C. & Snap-on

1 Steam Cleaner - Clayton

2 Dial gauges c/w magnetic bases

3 Micrometers 1"	}	Moore & Wright Starrett
3 Micrometers 1 to 2"		
2 Micrometers 2 to 3"		
2 Micrometers 0 to 4"		
1 Micrometer 4 to 5"		

1 Connecting rod aligner
 1 Connecting rod cap grinder
 1 Telescope gauge set
 1 Small hole gauge set
 4 Sets tap and dies from #4 to 1"
 8 Torque wrenches 0 to 75" lbs. to 0 to 250' lbs.
 2 Rear Axle pinion setting gauges - Chrysler and G.M.
 1 Piston ring groove insert cutter
 1 Piston knurling tool
 1 Piston pin remover and installer
 2 Bushing removing and inserting tools
 1 Cam shaft bushing remover and installer
 1 Clutch plate aligning tool set
 1 Scope-motor analyzer
 1 AVR tester
 1 Battery load tester
 1 Dwell meter
 1 Exhaust analyzer
 1 Generator tester
 1 Coil and condensor tester
 1 Battery Charger
 1 Distributor drive and tester
 1 Head lite aimer (set of two)
 1 Commutator lathe
 2 Bench grinders
 1 Spark plug tester
 1 Drill press floor model

- 2 Set drills 1/16" to 1"
- 1 Set drills A to Z
- 2 Set drills #1 to #60
- 5 Electric drill ¼ to ½ h.p.
- 1 Impact drill and socket set
- 8 Engine stands c/w adapter for engines, head and rear axle
- 1 Socket set 3/4" drive
- 3 Socket set ½" drive
- 6 Socket set 3/8" drive
- 1 Socket set ¼" drive
- 6 Wrench set 3/8 to 1½" combination style
- 1 Wheel aligning set
- 1 Wheel balancing set
- 1 Drive over toe-in gauge
- 1 Brake drum lathe heavy duty
- 1 Brake dokther
- 1 Brake shoe grinder
- 1 Brake shoe lining remover and riveter
- 1 Tire changer
- 1 Air compressor 5.h.p.
- 1 Bearing brake detector
- 1 Pressure hydraulic brake bleeder
- 2 Brake drum micrometers
- 1 Lathe 9" by 48" bed c/w accessories
- 1 Valve and clutch spring restor
- 8 Auto-Motors 6 cylinder and V8's
- 8 Transmission 3 speed auto
- 6 Transmission Truck 4 - 5 speed
- 10 Rear axle assemblies auto
- 3 Rear axle assemblies truck
- 2 Front end assemblies

Besides above major equipment, there are hundreds of small tools like hammers, chisels, punches, gauges, valve tools, piston tools, files, hacksaws, vises, ignition tools, brake tools, screw drivers, pliers, etc., and hundreds of study items like oil pumps, generators, starters, carburetors, distributors, coils, piston and pins, brake assemblies, water pumps, steering boxes, shock absorbers, engine models, etc. The cost of above inventory is in excess of \$70,000.00 for tools and equipment only.

(xii) Gymnasium

1 each parallel bars, excercycle, springboard, exercise bench, barbells, electric scoreboard. Assortment of basketball, badminton, floor hockey, and other sports equipment.

(xiii) Business Education Classroom Equipment

38 Manual typewriters

1 Underwood Electric

1 I.B.M. Selectric

1 Tape Recorder

1 Transcriber - Phillips 84581

2 Remington printing calculators

1 Adding Machine

1 Verifax Photo Copier

1 Reneo Duplicator

Appropriate records and tapes for
teaching shorthand

All offices, laboratories and classrooms are appropriately furnished with tablet armchairs or tables and chairs, chalkboards, bulletin boards, file cabinets, and the like.

A complete inventory is available from the Director's Office.

The grounds and plantings on the college campus are cared for by college employees. As a result, the college has an appropriate assortment of lawn and grounds equipment.

Alberta Learning Library Services



0 1633 1023 5565



